





# Weeping and gnashing of teeth

The meeting of the Association of County Councils at Cardiff last week was notable for the polite but deeply hostile reception given to Mr Patrick Jenkin, the Secretary of State for the Environment. He did his best to drive a wedge between the docile, Conservative counties, most of which have done their best to comply with the Government's spending plans, and the free-spending, obstreperous, Labour boroughs which have chosen the road of ostentatious confrontation.

"The high-spenders are no allies of yours," Mr Jenkin pleaded in support of his selective rate-capping scheme (which is not expected to noble more than 12 to 20 authorities, most of them Labour). He tried to persuade the counties that, once he was in a position to deal sternly with the worst offenders, he could relax the penalties for everyone else. None of this, however, diverted the Tory counties from the solid opposition to Mr Jenkin's new legal curbs. They did not, if truth were told, place too much faith in the suggestion that, once rate-capping is in place, penalties for modest over-spending could be withdrawn. And why, indeed, should they, given the difficulty which many counties are going to have to get their 1984-85 budgets down to Mr Jenkin's target?

The message which a rather bruised Mr Jenkin took away with him was clear and projected with unvarnished political force. It was all the more effective for coming from his party's most loyal and reliable supporters. Of course the Government have the votes in the House of Commons to push rate-capping through, notwithstanding the local government lobby's constitutional and political objections, and while these were voiced with moderation and cogency in the House of Lords last week by Lord Ridley, it is unlikely that members of the Upper House will feel strongly enough to savage the Bill when it gets to them. But there may yet be

embarrassments ahead for Mr Jenkin. County MPs have already begun to get the message from their county councillors and no doubt they, in their turn, will feed it back through the Whips' Office. The debate is certainly not over.

In the meantime, local education authorities have begun the budget-making process and from all around the country figures are being quoted for the large sums needed to be cut to keep out of penalty. Somerset's plight was highlighted at the ACC by Mr Michael Cowan of Nottinghamshire as both "intolerable and unfair" - intolerable because of the consequences which would follow from zealous axeman's hand; unfair because Somerset was being penalized for its own thriftiness in earlier years. Mr Jenkin had recourse to the exasperated schoolmaster's response: "I've never sought to argue that it's fair. I've sought to argue that it's necessary." This is really no better from the lips of a beleaguered Cabinet minister than from a probationer at the end of his tether. It won't do. If the Government cannot make a better shot at winning the argument than that, it had better think again.

There are, of course, several quite separate questions - rate-capping and the Bill which will introduce it is one thing; the steeper penalties for "overspending" for 1984-85 is another. Technically, the sliding scale announced a few weeks ago is still only a proposal, consultations are still taking place and there are suggestions that the rules may yet be tinkered with in an attempt to find a way of tempering the wind to shorn lambs like Somerset and Buckinghamshire. The most serious outrage seems to have been caused by hotting up the penalties at the 1-2 per cent level.

What is being said for the counties is that the restrictions are so tight that to get inside the target figure it will be necessary to cut out everything but

the bare minima, and that this could even include programmes recently started in response to express Government demands like software and in-service training for micro-electronics. Clearly, so long as an authority is in penalty, any i.e.a. spending becomes grossly expensive. This, after all, is the Government's intention. But such marginal rates of expenditure/grant loss actually reduce the Government's power to influence local authorities through - say - the urban programme or even (perhaps) the new specific grants.

Sir Keith Joseph's response to gloomy protests about next year is to claim that everything will be all right if the authorities limit their pay awards to 3 per cent. This year's "overspending" represents a boom, possibly not unconnected with the coincidence of a 1983 general election. This is expected to show up in next spring's HMI survey which may well offer indications of some minuscule improvements. But if authorities give the manual workers more than 3 per cent, and then carry their generosity through to the other local government grades and the teachers in Burnham, then, it is said, every 1 per cent over will mean the loss of 7,500 teachers (or whatever is the exact equation). Until now threats like this have fallen on deaf ears and the authorities have paid up even if this meant spending over the odds. But maybe, not this time.

What happens in Burnham will be heavily influenced by what happens elsewhere in local government pay negotiations. The united front the authorities are putting up against Mr Jenkin suggests that it would be unwise, at this stage, to treat either their worst fears, or Sir Keith's bromides, at face value. All that can be said with certainty is that there is no way for the education service as a whole to live within the Government's spending plans over the next year or two, without weeping and gnashing of teeth.

## COMMENT

## Nothing but the best

Lists, lists, lists, the book trade has got them on the brain, and there is now an undoubted danger that those members of the great British public at whom publishers' proliferating campaigns are aimed will come to think of novels rather as betting men think of horses.

Much has been made of the benefits which the Booker Prize has brought to the cause of general literacy (not to mention certain publishers' bank balances) but the reverse of the particular coin also deserves scrutiny. The often relentlessly *avant-garde* judges for that competition may simultaneously be doing fiction a disservice: eager self-improvers persuaded that novelists like John Berger or J M Coetzee represent the contemporary cream may be in for a shock from their good intentions may not recover.

First, the Best of British, then the Best of Young British, soon the Best of Irish, and now, to be going on with, the Best Novels of Our Time, presented by the Book Marketing Council, with financial support from the Arts Council, and aiming to set a million extra copies of post-1945 classics through the major retail chains in February, Orwell, Compton-Burnett, Sillinger, Anthony Powell, Evelyn Waugh, Golding, Elizabeth Taylor (who?), Nabokov, Kingsley Amis, Saul Bellow, Paul Scott, Graham Greene, Iris Murdoch: a mixture of the surprising and the predictable, bearing the hallmarks of a committee decision, which would seem to serve no very obvious cultural purpose (commercial purposes being a different matter).

As it happens, only Golding, Greene and Orwell figure prominently in the 1984 O and A level lists (each being required reading for three of the big four examination boards), but several of the other authors have



Booker winners: Berger and Coetzee.

frequently done so and will certainly do so again. Add to this such recognition as accrues from Nobel prizes, anniversaries (1984) and television adaptations, and the BMC initiative will appear in cruel perspective: ferrying coals to Newcastle.

## Sir Peter's graded test

Fortunately, we can assume that the recipients of Sir Peter Swinnerton-Dyer's 28-question, 12-page letter in search of a strategy for higher education into the 1990s (page 6) have had plenty of experience of examination papers with a similar range of options, pit falls, and hidden penalties.

Sir Peter has chosen this way of continuing the debate started between his predecessor as chairman of the University Grants Committee and the Secretary of State.

The two compulsory questions relate directly to the major challenge facing out in Sir Keith's letter of September 1, with its unexpected warning that level funding could not be relied on to continue into the second half of the decade: first, assuming constant numbers and resources per student between 1983/84 and 1989/90, "what changes will your institution want to make and how do you plan to

achieve them?"; second, coming straight to the heart of the matter, "How would your answer be affected if student numbers were to remain constant but resources per student in real terms were to drop at a steady rate of a) 1 per cent a year b) 2 per cent a year?"

What the universities are to discuss in the next six months, in fact, is the effect on themselves - and, one must hope the system as a whole - of taking the same number of students for less money at a time when the number of eligible students is dropping. Questions about closures must logically follow on from that though, for all the fantasizing about "how to close a university" at the UGC press conference, it still seems more likely that any closures will continue to occur on the NAB side of the binary divide, with a few mergers on polyversity lines a good bet to straddle it.

NAB meanwhile, in its own characteristically cool, efficient style is well into its parallel search for a strategy for local authority higher education. The more the separate consultations go on, the clearer it becomes that a dialogue between the sectors must follow.

Some of the questions in the optional section of Sir Peter Swinnerton-Dyer's exam paper seek to open up the discussion. Is there an essential difference in function between universities and other higher education institutions, or should they be regarded as a continuous spectrum? How might one distinguish between school-leavers who would benefit from one type of higher education rather than another. This is one welcome sign that Sir Peter is prepared to emphasize the importance of these questions to schools; another can be found in the references to a broader sixth form education replacing the present A level system and the possible consequences for university admission criteria.

He has in fact broadened the debate beyond the parameters laid down by

Sir Keith, and it will be good news if the universities take up the challenge by choosing to answer those particular questions. Who knows whether the hidden marking scheme might not reward positive thinking in those areas?

## Keep the VAT man out

The continuing scandal of the uncertain and inconsistent application of the Value Added Tax regulations is forcing some i.e.a.s to charge VAT for adult education courses which hitherto have been exempt. Oxfordshire, for example, is covering its own potential liability by slapping 15 per cent on to the fees for certain courses, rather than risk acute financial embarrassment with a retrospective tax bill (page 3).

It should be decided, as a matter of policy, that education courses are not subject to VAT: there should be a general exemption. It should not depend on the individual judgment of local VAT men whether this or that course falls within or without the exemption. The present rules positively invite dispute, requiring the VAT officer to exclude courses provided for profit, and sporting and recreational activities; and to allow only courses of a kind provided by a school or university. To apply the rules requires fine distinctions to be made which defy reality in educational terms.

In the eighteenth century, a special kind of popular hatred was reserved for excisemen. Today it is the VAT man who, whatever his domestic virtues, attracts his own peculiar unpopularity. He should keep out of PE.

**no comment**

"I have three grown-up sons in poorly paid jobs like teaching," writes a letter to the *Morning Star* column. *The Guardian*, October 15.

## Second opinion

## Facing up to the cuts

A lot of the resentment at educational cuts results from sentimentality about young people in higher education. A TV programme last Friday was focused to exploit it.

At one end of the BBC studio table, Sir Keith Joseph the mad axe man. At the other, Salford's vice-chancellor, prime victim of the cuts of yesterday. "Is Salford better or worse than before?" asked Sir Keith, in an uncharacteristic attacking move, on the BBC2 programme *The Race for a Place*. The Salford v-c was in a sticky. If he said "better", his fellow would never forgive him. If "worse", Salford wouldn't.

He settled for "different," and indeed, transpire that adversity had given Salford a new lease of life. It had floated six companies, extended its links with local industry, and now relied for only 70 per cent of its income on the University Grants Committee, rather than the 90 per cent of a few years back.

Sir Keith refrained from doing a dance of triumph, but he did go on to puncture some much-loved clichés of the education lobby. Britain is not a some UNESCO statistics suggest, hopelessly trailing other advanced countries in its proportion of those going on to higher education. Salford figures fail to accommodate the nature and efficiency of British higher education. Nor has the number of places in higher education (by contrast with universities) gone down. Current applicants in an unprecedentedly large cohort are now more likely to find a place than before.

The programme balanced such global considerations against the lives and hopes of A level candidates and graduate job applicants. Each turned out to be a tale of disappointment. The boy who wanted to be a vet might have to settle for studying medicine. The girl who dreamed of Hull was probably off to a college of further education.

Another's dream of a life in environmental conservation was turning into the reality of becoming a drugs salesperson. The mood of the films was that disappointment was a lousy thing to happen to the young. Yet many of the hopes, such as those deriving from the irrational kinds of prestige attached to universities, were obviously unrealistic.

And to the insistently morbid interviewer's probing of "how did you feel when you didn't get it?", the young produced not the required flood of tears but an admirable resilience.

Lord Robbins was seen on film introducing the famous report, launched amid such hopes that a review of higher education would be a review of the number of places they had created successfully in the past. This usually meant they concentrated on Oxbridge, and a few old-established universities. In the few cases where polytechnics were favoured, it was because of a specific course.

In general, however, employers were less interested in the subject of a graduate's degree than the personal qualities he or she showed. These included "initiative, brightness, interests, adaptability, social skills, flexibility, potential, and flair". They were however keen on certain skills such as numeracy, group work, and report writing.

The unpublished study, based on a survey of 150 major employers, reveals that most prefer university graduates to polytechnic ones, and do not even consider those from colleges of higher education for graduate jobs. Some employers were confused about the difference between polytechnic and technical colleges, and most were unaware that colleges of higher education produced graduates.

Most of the big companies and organizations sent recruiters on an annual milkround to universities, but the recession meant that they were skimming the number of places they had created successfully in the past. This usually meant they concentrated on Oxbridge, and a few old-established universities. In the few cases where polytechnics were favoured, it was because of a specific course.

One way of widening firms' recruitment might be a subsidy to employers to widen their milk-round, as well as special provision for careers advice and courses in job application in less favoured institutions.

# Comprehensives get passes equal to selective results

by Biddy Passmore

Comprehensive schools can do as well as selective schools once the immediate effects of reorganization are over, according to exam results released this week by the London Borough of Richmond.

The latest O level and CSE pass rates by pupils of the borough's comprehensive schools compare favourably with results from the old system. In 1972, the last year before comprehensive reorganization, 26 pupils in every 100 got four or more O levels. By 1978, that figure had dropped to 20 in every 100, but it had risen to 26 again by this summer. And the number of O level passes in minority subjects like music, and craft design and technology has risen.

But the borough feels its high standards would be placed in jeopardy if it had to worsen pupil-teacher ratios to meet the spending cuts required by the Government.

Mr Peter Waters, director of education, warned this week: "No one could expect to see these results maintained without stable staffing and good morale." Despite economies in recent years, Richmond had been able to preserve intact very satisfactory pupil-teacher ratios, he said.

At one stage, the borough thought it would have to find cuts of £3-£4m to

meet a stiff spending target next year, involving cuts of more than 130 in the teaching force in schools and the tertiary college. But that figure has now been reduced to about £1.2m and adult education, the youth service and under-fives are likely to bear the brunt.

The leaders of the council, which is finely balanced between Conservatives and the Alliance (a balance which could tilt towards the Alliance after two by-elections yesterday) see the exam results as further evidence to support the move to comprehensives. A recent bid by some Conservative councillors to follow Solihull's lead and bring back grammar schools was resoundingly defeated last month.

"I don't think a return to selection would be at all popular," Mr David Marlow, the Conservative chairman of the education committee, said this week. "The arguments for going comprehensive were very good in 1972 and they're even better now. The broadening of the curriculum and introduction of technical courses would have been very difficult to provide in a selective system."

Overall, the results show that 67.7 per cent of the council's O level entries were awarded grades A to C (the old pass) in 1972, the last year of selection. This figure dropped sharply in 1978

# Polys losing out in graduates' jobs race

The recession has meant that employers are saving money on the way they recruit graduates by relying increasingly on those from traditional universities with high A level entry requirements, according to a controversial study by Brunel University researchers.

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One way of widening firms' recruitment might be a subsidy to employers to widen their milk-round, as well as special provision for careers advice and courses in job application in less favoured institutions.

The inquiry, due to start in January, is sponsored by the Nuffield Foundation, which expects to spend some £50,000 on the project over two years.

## NEWS

# Move to free adult education from VAT

by Diane Spencer

Oxfordshire County Council wants adult education courses exempted from Value Added Tax.

The council resolved this week to ask the Association of County Councils to seek an amendment to the 1983 VAT Act to exclude adult education. The request is timely as the ACC and the Association of Metropolitan Authorities are due to meet Customs and Excise again on Wednesday to discuss this vexed problem.

Negotiations have been going on for at least 18 months and a final decision was expected by last summer. It was largely in anticipation of a change in practice, and pressures from the local VAT man, that Oxfordshire decided to jump the gun this September and impose 15 per cent VAT on some of its adult education courses.

Mr Gerry Glaister, the county's senior assistant education officer for further education, said this week that the law was "crazy and lunatic" and VAT was being imposed "without rhyme or reason".

Mr Barner Hayhoe, Minister of State at the Treasury, told the Commons last week that the 1983 VAT Act (which stems from the 1973 Finance Act) allows exemption from VAT for adult education when it is provided otherwise than for a profit and is of a kind provided by a school or a university.

It seems that local VAT officials interpret the Act in different ways. Some authorities have been finding them off over the past two or three years using a variety of arguments. None has yet been called to a tribunal. Essex, for example argued in the

summer of 1982 that, as it had no intention of recovering the full cost of courses, none should be taxed. Moreover, it was virtually impossible to calculate costs.

Mr Stephen McNair, principal officer for adult education in Essex, said: "The administrative costs would be outrageous to calculate which, out of 4,000 classes, made a profit or a loss." He added that his authority had no plans to pay VAT without clear guidelines from the ACC. "We do not accept local deals."

Kent County Council's successful defence 18 months ago was that it had a statutory duty to provide adult education under sections 41 and 53 of the 1944 Education Act. Expenditure on adults was therefore no different from that on any other form of education, so no VAT.

Mr Glaister was incensed by the Oxfordshire VAT officer's interpretation of the law. "He will exempt pottery, but includes car maintenance," can show you half a dozen schools which offer car maintenance."

The crunch came for Oxfordshire when the tax officer "cornered one of our committees in the summer after we had been fighting him off for two years", Mr Glaister said.

North Oxford College had caught the attention of the VAT man as it was "highly successful and had broken the tax barrier of £18,000". Given the attitude of the education committee to overspending, and the possibility of a retrospective tax bill, Mr Glaister advised the college to register for VAT and charge the customer an extra 15 per cent.

# Heads told fish and chips allowed

Heads should avoid banning their pupils from fish and chip shops at lunchtime, according to the National Union of Teachers.

The union's legal experts have compiled a new information pack for its heads, covering subjects from how to combat racism in schools to the delicate question of whether the local disco and chip shop should be declared out of bounds at lunchtime.

The pack, released today, argues that a visit to a disco might make a

pupil too tired for afternoon lessons, but that parents might be perfectly happy with their children lunching at the local chippie - although a rule forbidding bad behaviour on the way there and back could still be sustained.

"If a head does take the view that a school rule is necessary, in the interests of discipline and the welfare of children, forbidding the pupils to go to fish and chip shops or discos, or other undesirable places, it would be advisable to keep the terms of the rule as

general as possible and avoid naming any particular establishments," it adds.

On combating racism, the information pack provides a checklist which heads can use before buying books.

It says they should point out the inadequacies and false assumptions in any book they have purchased which includes a racist concept or cliché, urges them to check whether books reinforce the image of a power structure in which white people have all the power.

# Mother tongue ignored

Many teachers still ignore or devalue minority languages, says a Government report published this week.

School language policies usually mean that bilingual children in England do not have the opportunity to use their home language at school. Only rarely are these languages considered as aids to learning, as a legitimate means of expression or as examination subjects of equal status with French or German, claims the report.

"Such policies, at their most dramatic, mean that monolingual non-English-speaking, but usually English-born, children arriving at school face crucially damaging delay in their linguistic and conceptual development, since it is difficult for them to work solely in the English from the beginning."

The report is the result of a 3½-year study of the patterns of bilingualism in some parts of England carried out by the Linguistic Minorities Project based at the London Institute of Education.

The team of researchers, led by Dr Verity Saifullah Khan, looked at pupils' language skills and use, investigated the extent of mother tongue teaching provided by local education authorities, and adult bilingualism.

"The report says that although many schools had tried to develop 'language across the curriculum', few had made efforts to employ bilingual teachers or to introduce language awareness courses for monolingual teachers.

Linguistic Minorities in England, Linguistic Minorities Project, Institute of Education, University of London, 18 Woburn Square, London WC1H 0NS.

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## PLATFORM

# How to win friends and influence people

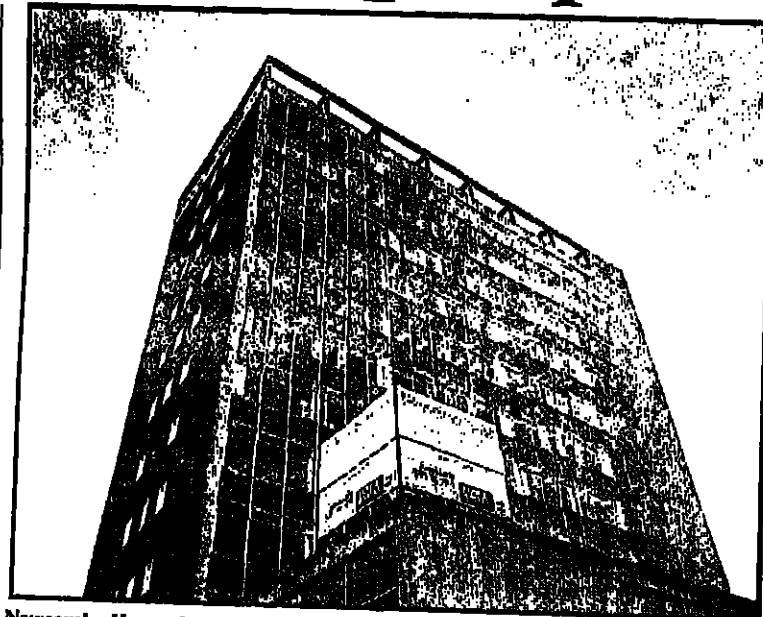


**John Mann, retiring Secretary of the doomed Schools Council, offers the new Curriculum Development Committee the fruits – not all of them bitter – of the Council's experience**

The Industry Project (SCIP) which, in its first phase, included five local authorities in different parts of the country.

What was most interesting to us in reviewing that project was to find that what teachers and I.e.s.s. valued most, above cash, information or sharing experiences, was the feeling that they were taking part in a national programme. Like teachers in the Morrell award schools, they valued the recognition conferred by their inclusion in a national scheme, and the resulting advantage when it came to fighting their corner in school and I.e.s.s.

SCIP has also shown how the Council can bear fruit and multiply. The Council gave grants only in I.e.s.s. and funds. At the same time both Council and I.e.s.s. benefited hugely from the Department of Industry's support. Its Industry Education Unit made substantial grants to individual



Newcombe House, home of the Schools Council and the Curriculum Development Committee at Notting Hill, London.

I.e.s.s. and to the project's central team.

The Council has also had successful partnerships with many other agencies. Government departments, such as the Foreign Office and the Home Office; public bodies such as the Health Education Council and the Manpower Services Commission; charitable trusts such as Rowntree, Gulbenkian and Ford; professional bodies such as the Royal Institution of British Architects, and the Association for Science Education; and international bodies such as the European Commission and the Organization for Economic Cooperation and Development, and many other agencies have hammered out proposals with the Council and contributed handsomely to them.

There is hardly any limit to those who are eager to contribute time, energy and funds, but who need help in deciding how to contribute effectively. For the past four or five years the Schools Council has provided a major focus for collaborative enterprises of this kind. In doing so, and in bringing parents, industrialists, and others together to shape its decisions and its activities, the Council has helped to strengthen the links between education and other aspects of society. It has also been amazingly successful in engaging the interest and commitment of many thousands of teachers, advisers, lecturers and officers. Their time and efforts were contributed voluntarily to developments sponsored by the Council.

Few of the Council's 180 projects, and hardly any of its recent programme activities, could have hap-

pened with this contribution.

Research and development in education are, for the most part, matters not for cloister, study and laboratory, but for empirical investigation involving skilled practitioners. Whether it was Joan Tough's early work in language development, Geography for the Young School Leaver in the Council's middle period, Ralph Callow with Gifted Children or the current Secondary Science Curriculum Review, much of the Council's best known work has depended on the success in engaging the active help of hundreds of teachers.

In its latest phase, the five programmes conceived in 1979 and launched in 1980, the Council has been more anxious than before to ensure that its activities involve large numbers of practising teachers. Other changes in emphasis came from the Council's increasing realization that successful innovation depends on the active support of both teachers and I.e.s.s. The Council took more notice of what teachers and users of the school system believed to be the most pressing issues and has concentrated its resources on local activities supported by teachers and I.e.s.s. The authorities have been placed to identify needs, and even more important, their responsibilities for providing schools and overseeing the curriculum mean that their understanding and support are needed to carry through any substantial change.

A small curriculum body cannot hope to reach all teachers in all schools. It would even be hard pressed to identify and reach all the teachers of the most esoteric minority subjects. It

must look to local authorities as its most immediate audience, and the only agency capable of supporting changes over a period long enough for them to become established in many schools.

The Secondary Science Curriculum Review, launched in 1981 and expected to run until 1986 or later, illustrates many of these points. It arose, in part, from the expressed concern of practising teachers, as such as the ASE and the Health Education Council, and depends on the contributions of hundreds of teachers in many local groups, plus active participation of I.e.s.s. and their staff.

The review's day-to-day work is widely dispersed at grassroots level. But its organization and management is undertaken centrally by a specialist team recruited for the purpose. They use the council's administrative and financial teams, and benefit from its contacts and collective expertise in curriculum development.

The Council is able to oversee progress and will benefit from its review's experience in curriculum development. In the past specialist project teams based in the provinces have not always had the Council's know-how, nor has the Council itself had permanent staff able to learn from the experience gained by projects.

Nor has the Council done as much as it might to present its findings in simple, accessible ways. Both teachers and officers need short, straight forward guides to new developments. From time to time the Council has tried to meet this need, as it did in Practical Curriculum, in a recent guide to one-year courses for 16 to 17-year-olds, and in the latest in this series, Primary Practice.

We do not go along with the East India Company's old hand as it advised a new recruit "the style as it likes is the 'umdrum'; but we do think: 'Is it an easy read?' is a fair question. It is not providing simple guides to curriculum issues affecting a whole age group, an area of the curriculum, is a necessary part of a development body's work. An overview of recent work in language and communication, for example, or design and technology, would now be timely.

For above all a central development agency needs to find ways into the consciousness of practising teachers. At the heart of education is the relationship between teachers and learners. In that relationship there is no simple way of pigeon-holing what is taught and how it is taught, no simple way of pigeon-holing teaching skills and learning resources.

One of the most important lessons the Council has learned is that curriculum development and professional development are inseparable, and that neither can be considered sensibly without knowing what resources are to hand.

But perhaps the most important lesson is that if a development agency is to survive it needs to engage also the heads of Whitehall and the minds of Westminster. That I fear is a problem the Schools Council has not cracked.

John Mann, former Secretary of the Schools Council, is now Director of Education for the London borough of Harrow.

## NEWS

## Girls less keen on science after puberty

showed most clearly as girls reached maturity.

The survey, by Janet Dawe, now of the Tameside Girls and Science Initiative, was completed in 1981. Her results were given at the recent Second International Conference on Girls and Science and Technology, held in Norway.

Two hundred and sixty nine pupils were given IQ and developmental tests and questioned about their attitude to science in their first and second years.

Girls were asked when and if their periods had started and were consequently divided into early, normal and late developers. Pupils were surveyed again in their final year of secondary school.

To find out how pupils viewed science, they were asked to rate six statements – including, "I am not interested in learning about science"; "I feel hopelessly lost in science" – on a five-point agreement/disagreement scale.

The scores showed that all pupils became less interested in science after the third year more girls will begin menstruating then the size of the group with deteriorating attitudes will increase," the report says. "This must have serious implications in terms of how a class is taught if it contains students with such differing attitudes. With the age of the onset of menstruation falling we might see attitudes to school science deteriorating at a much younger age."

Hilary Wilce

## Ministers waver as shires condemn spending penalties

by Biddy Passmore

Relief may be on the way for the low-spending councils worst affected by the Government's targets and grant penalties for next year.

Mr Patrick Jenkin, the Environment Secretary, is said to have been so struck by Tory hostility to his proposals expressed with force at last week's conference of the Association of County Councils in Cardiff, that he is seeking some softening of the penalty system.

Any changes would have to apply to all authorities but they would particularly help authorities like Somerset, which is already spending so little that it has been criticized for poor provision by Her Majesty's Inspectorate.

But Mr Jenkin has still to get improvements past the Treasury. And the Treasury originally demanded a much tougher system than the one now proposed, which would start to penalise councils heavily once they start spending more than 1 per cent over Government-imposed targets.

Mr Jenkin spoke to Sir Keith Joseph, the Education Secretary, about the councils' plight soon after his return from Cardiff. But Sir Keith discovered their views for himself at a meeting with local education authority representatives last Friday.

The I.e.s.s. pointed out to the Education Secretary that cutting back to the Government's planned spending levels next year would mean the loss of 12,600 teaching jobs by next September. They said such a big cut would be quite impossible to achieve without doing severe damage to the secondary curriculum.

Sir Keith had told them in a letter that, provided they kept the teachers' pay award down to 3 per cent next year, they should be able to afford a slight improvement in pupil-teacher ratios and find some extra money for books and in-service training.

But they told him angrily that they would be unable to make any improvements and would be grateful if he did not say publicly he expected them to.

The main reason for the difference between the two sides is that the Department of Education's projections for teacher numbers have consistently run well below the numbers actually in post. The local authorities estimate they will be employing some 410,600 teachers next January, compared with the DES estimate of 405,000.

Local authorities pointed out to Sir Keith in July that the rate of decline in the teaching force had already slowed down last year because of councils' struggle to protect the secondary curriculum.

"The DES figures make no allowance at all for redundancy payments," an ACC spokesman said this week. "If we're not going to make people compulsorily redundant, jobs are just going to go where teachers leave."

There is a further gap between the projections of the two sides on school meals and milk: councils expect to spend £438m next year, while the Government expects them to spend £263m.

Central to education authorities' planning for next year, of course, is teachers' pay. The rise in the salary bill which has been built into Government targets is 3 per cent. But the Government's estimate is expected to say soon that contributions must rise by 2 per cent to meet the heavy demand on the superannuation fund from teachers taking early retirement. But it is not yet clear if the extra money will have to be found next year nor whether the councils will try to pass some of the cost of an increase on to the teachers.



Stitching time... Philip Sander, aged 13, is a case in point in the current debate on equal curriculum opportunities. A pupil at Knowle High School, Blackpool, Philip recently won a national needlework competition from a field of more than 400 entries.

## Pay cut unlawful

A High Court judge has ruled that Hertfordshire County Council acted unlawfully in cutting the pay of its 3,500 kitchen staff earlier this year.

Mr Justice Kenneth Jones, hearing a case brought by the National Union of Public Employees on behalf of six dinner ladies, ruled that a letter sent to them outlining changes in the wages structure did not amount to notice of termination of their existing contracts.

## Law being flouted over exam results

by Richard Garner

Schools in inner London are flouting the law by withholding examination results or publishing them in a misleading form, according to the results of a survey published this week in *Where?*, the magazine of the Advisory Centre for Education.

As a result of the 1980 Education Act, local authorities are required to provide each year information about individual school examination results and admission arrangements. However, says *Where?*, the onus is often left to the individual schools to provide the information – even though their lack of enthusiasm for the task means that the local education authority itself is in breach of the law.

However, the claim is hotly denied by the ILEA whose spokesman said: "We do not know of any school which is not publishing this information. We would obviously take a dim view of it if they were and it would be followed up very quickly."

He said that the ILEA published information about its schools in two ways – each division produced material giving information about its schools which was not subject to annual change and therefore did not include examination results and each school produced an annual report which included examination information.

"These annual reports are sent to us and certainly inspectors would draw it to the attention of individual schools if they were not providing the information that they should," he said.

According to *Where?*, about a third of the schools are making a success of providing the information while some remain defensive and a few openly hostile about examination performance.

It says the results of the inner London survey are "a reflection of the national situation".

## Union's 3-way refusal

A cuts package that includes redeploying teachers from their existing schools in mid-term has caused a union to challenge it with a three-point plan of industrial action.

Leaders of the National Association of Schoolmasters/Union of Women Teachers met representatives of Labour-controlled Kirklees Council in a bid to dissuade them from going ahead with cuts which the union says could cost 400 teachers' jobs by next September.

If the cuts go ahead, the NAS/UTW is to:

- refuse to take on the workload of teachers redeployed in mid-term;
- refuse to take on the work previously done by second deputies in the authority's five biggest comprehensive schools – whose jobs are to be frozen when vacancies occur; and
- refuse to cover for absent colleagues now the availability of supply cover is being threatened.

## NEWS

## Less able helped at a cost

by Biddy Passmore

Bright Welsh children no longer pass more examinations than their English counterparts, but the performance of Welsh children of low ability shows great improvement, according to new research.

Mr David Reynolds, lecturer in education at University College, Cardiff, told the Welsh Secondary Schools Association recently. "The price that we have paid for the improvements in the education of low ability children is that we no longer excel in the attainment of our high ability children."

In 1973-74, he said, Wales sent a higher proportion of pupils than England on to full-time further education, and slightly more Welsh children got at least five O levels or one or more A levels. By 1980-81, the proportion of pupils going on to further education was the same as in England, but the proportion of pupils getting five or

more O levels or one or more A levels in Wales had dropped 1.6 per cent and England's 26 per cent. But the lower ability range – where Welsh children have consistently performed better than English children – showed positive signs of improvement. The percentage leaving without qualifications had dropped from 25 per cent to 18 per cent in the two years 1980-82.

Mr Reynolds remarked: "After a search through the British records and from what I know of those of other countries, I am convinced that is the biggest improvement in this figure by an educational system anywhere for at least two decades."

But publicity had dimmed the worst schools into improving, he suggested, through measures like the publication of exam results under the 1980/81. Many former grammar school heads

and heads of department had taken early retirement, often replaced by teachers with experience of secondary modern schools who had a positive concern about low ability children.

The Welsh Office and individual local authorities had identified under-performing schools and some were pioneering new courses for children previously considered "non-examination".

But the picture also had a negative side. The publication of exam results was again encouraging schools to concentrate resources on the middle ability range, because it offered a greater chance of success.

Welsh schools must build on improvements by adopting a participative style of management, involving parents, pupils, and all staff, Mr Reynolds said.

## Brent ruling angers heads

by Philip Venning

Brent education committee's decision that all its primary schools should show three-year-olds by September 1984 is the most blatant example of a power grab for some local authorities to over-keep their powers, according to Mr David Hart, general secretary of the National Association of Head Teachers.

Last month's decision, which also allows streaming and banding in the first three years of secondary schools, "is a principle far more important than corporal punishment," he said. The local branch of the NAHT has vowed to the authority that they have no power to instruct heads to change their classes and that any decision regarding streaming is a matter for the local authority.

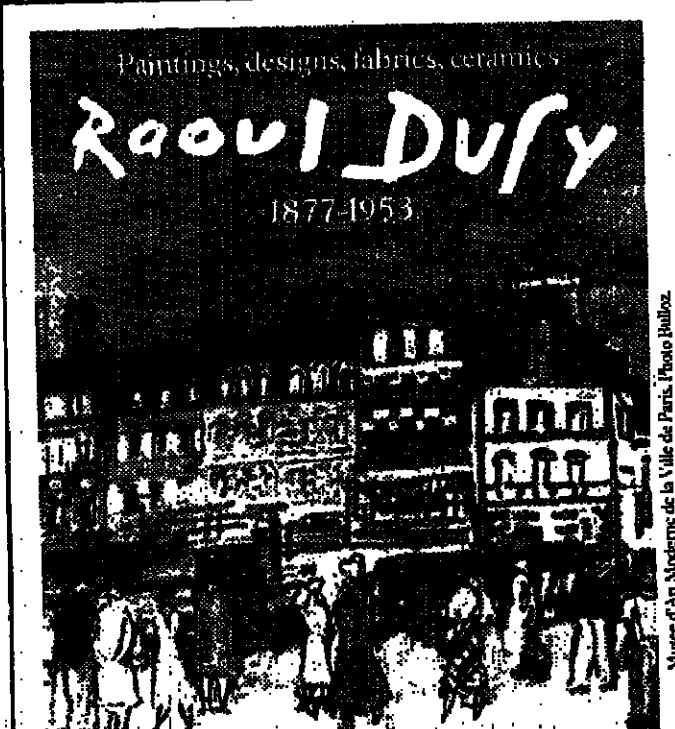
"The fact remains that, whether one agrees with streaming or banding or not, it is the governors who have the oversight of the conduct of the school and it is the head who has responsibility for the internal organization and management of that school." This traditional division of powers was spelled out in the articles of government which drew their authority from the 1944 Education Act.

Brent was perfectly entitled to express a view on the subject and then ask individual governing bodies to consider them, Mr Hart said. But the NAHT would strongly oppose any attempt to run every school in an identical way. "It is a matter of grave concern that there is this tendency for a number of local authorities to attempt to

temptation, to interfere in schools to a quite unacceptable degree."

There were many examples. The NAHT was involved in disputes in several areas where attempts were being made to shackle heads. Mrs D.M. Tuck, the deputy director of education in Brent, said that the council had made it clear in its election manifesto last year that it was interested in this area, and had been given advice that under the particular articles of government in Brent it was legally entitled to do so.

The authority had now started consultations with heads about how to implement the abolition of streaming and banding. It accepted that this would take time in secondary schools and would require suitable in-service training, but it was determined to



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The Schools Council looks like lasting 20 years. There is an interesting similarity to the Bourbons, who fled in 1792 and were back at Versailles by 1814, only 22 years later. Though it was soon over, no one says that the French Revolution was a non-event, an historical write-off. Nor is the Schools Council. Established in 1964, and likely to die in 1984, its history is as rich a seam for educational quartermen as the French Revolution has been for others.

So this is a good time to take stock. I left the Council a few days ago, and the new curriculum committee is just about to appoint its chief executive. What message, what understandings born of experience, ought the Council to pass on to the new team?

With only £2m in its first year the new body will have a smaller budget, relatively, than even the Schools Council has had for many years. Some brief comparisons may help to show what a budget of £2m really means. It is about the same as the annual cost of running one large secondary school or a dozen rural primary schools. The curriculum committee will have fewer staff than an average secondary school.

The key question for the curriculum committee as for the Schools Council, is: how so small and poorly resourced a body can possibly help 5,500 secondary and 25,000 primary schools? How can it possibly reach out to the 400,000 teachers whose relationships with their pupils are the central mystery in teaching and learning?

The need, above all, is for low-cost activities. We have to search, not for the philosopher's stone which would turn base metals into gold, but for catalysts, levers, and the economic multipliers loved by Chancellors of the Exchequer. In all this the Council's experience has much to offer. Again and again we have found inexpensive ways of helping teachers to overcome relatively small obstacles to their personal development and a better curriculum for their pupils.

Sometimes a school needs cash. The Council's Morrell awards for individual schools have run from £50 or £100 to an upper limit of £250. The money has to be used for equipment, materials or activities which the receiving school could not otherwise afford. Again and again the awards have led to marked changes in both the curriculum and the teacher's own expertise and confidence.

Schools also need to be able to find out about curriculum developments in other schools. The Curriculum Resource and Information Service tries to meet this need. The Council uses the Open University's computer to maintain files of information on selected curriculum developments in schools. Teachers can get in touch with the Council or its four regional information centres for information which is not readily available from any other source. We answer several thousand queries a year.

Many of our project officers have also made a point of holding regular workshops and seminars, where teachers from several schools can share information and experience. They find it immensely reassuring to find that their problems are much the same as those of other teachers elsewhere. This was particularly helpful in

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# 16-plus

## GCE and CSE Boards' Joint Council for 16-plus National Criteria

The first stage of the work of the Joint Council for 16-plus National Criteria came to an end this week with the publication of criteria for the last five subjects - art and design, business studies, economics, home economics, and combined sciences. Criteria for other subjects were published in February, Philip Vennings writes.

Only one of this week's subjects - art and design - will be included in the shortlist of eight basic subjects being considered by Sir Wilfred Cock-

croft, chairman of the Secondary Examinations Council, as a basis for advice on the feasibility of a joint exam. Discussions have just started between the GCE and CSE boards' joint council and the SEC, in the light of the earlier proposals on these subjects and the subsequent comments by Sir Keith Joseph, the Education Secretary.

At the end of the summer Sir Keith wrote to the council saying that he expects to make a final decision on whether to go ahead in the second

quarter of 1984. He also made it clear that he was to have the last word on what should and should not be examined.

Earlier in the year the exam boards were alarmed by some of his comments on the first round of published criteria - he rejected certain topics in physics, and dismissed attempts to give English an explicitly multicultural dimension.

Apart from art and design, the other subjects

published this week will join a list of 12 subjects to be considered by the SEC at a later date.

Like previous documents the latest criteria follow a standard format: an introduction, a statement of aims, assessment objectives, content weighting of assessment objectives, techniques of assessment, and descriptions of what might be expected from a Grade 6 and a Grade 3 candidate. Some subjects offer specimen syllabuses,

possibly multi-choice and/or essay; 20 per cent must account for at least 20 per cent of the total marks. But the joint council has decided not to stipulate any particular form of assessment.

A Grade 6 candidate will normally be expected to show some ability to recall knowledge; some facility with data; familiarity with the main ideas; and an ability to engage in single interpretation.

By contrast, a Grade 3 candidate will have to show higher ability in these areas, and also the ability to use information which is presented in a non-verbal form; to select, analyse, interpret more complex information; and to evaluate and make reasoned judgments.

### SCIENCE

The criteria for individual science subjects, chemistry, biology and physics, were published in February of the year. The final batch of criteria includes those for combined science, a category which creates problems for some existing syllabuses with science in their title.

Courses such as the history of science, or science in society, though worthwhile, are not sufficiently close to the aims and objectives agreed by the joint council to qualify.

The aims should include: ☐ the opportunity for pupils through practical studies to become well-informed citizens in a technological world; to realize the usefulness and limitations of scientific method; and to pursue suitable further studies in science;

☐ the development of skills, appropriate to science and useful in everyday life; ☐ the stimulation of curiosity about science and an interest in the environment; and ☐ the promotion of awareness that science is a cooperative and cumulative activity, subject to social, economic, technological, ethical and cultural influences; and that science may be both beneficial and detrimental.

Candidates will be expected to show understanding of scientific facts and theories; terminology; instruments and apparatus; and quantities and their determination.

They will have to be able to observe, measure, and record; follow instructions safely; communicate observations; use and interpret data; recognize and explain the implications in experimental measurements; devise tests to check data; devise experiments and select suitable apparatus; explain phenomena in terms of scientific laws; suggest explanations for unfamiliar situations; apply scientific ideas to solve problems; and recognize the limitations of science.

A maximum of two thirds of marks should be for objective short-answer questions, which should be of single multiple-choice type, with only limited opportunities for choice between questions. Free response questions should have a place in the written part of the exam.

Practical work should be an integral part of the course, but some of it could be assessed by written papers. If coursework assessment is selected then the standard should be that which would be applied if the work had been completed at the end of the course. Oral examination is likely to be of little use.

To clarify some of the general statements the joint council presents three sample syllabuses - one for integrated science, one for biology and chemistry, and one for physics and chemistry, based on a core with modules in such subjects as photography, astronomy, earth sciences, electronics, and use of water.

Up to half the marks should be for recall of knowledge; between 20 and 40 per cent for application of knowledge; and the rest for analysis and judgment.

All schemes of assessment, including those with course work, should include a variety of question types, and give an important place to data response questions.

Replies to these questions may be required in the form of short answers,



George Tolley: new year contracts

## The BL robots that can turn out car workers

The Open Tech, seen by many colleges as a big source of new work, may end up taking away a large part of their traditional industrial training role.

The OT is helping to finance a new training system which will replace industrial instructors with teaching machines. Austin Rover, the biggest British-owned car manufacturer which is carrying out the project, believes it will eventually enable it to train apprentices and other young workers without sending them to colleges.

The system developed by Austin Rover, which is part of the BL group, uses a revolutionary combination of computers and video, together with notes and textual material to train students.

At present the system is being used for the kind of training which would normally be carried on inside the company, mainly providing extra skills to adult workers and managers. But Mr Jim O'Mahoney, the technical and management training manager, be-

lieves that everything which is at present taught to apprentices could be learned by them through the new system on the company's own premises.

"All we would need would be the appropriate material, and TEC is already providing some of this in its distance learning system packages," he said. Even life and social skills, suggests Mr O'Mahoney, could be covered by adapting and editing some of the educational and general interest programmes already being shown by the main television channels.

The company is getting £320,000 from the OT over the next three years to help pay for the development of the new system, which will cost up to £1m. By 1986 it should be carrying out more than half the company's training at its 11 major plants.

Until now machine teaching systems have made little headway in Britain: the major system on offer is Plato which relies on linking up students to a

A good deal of the MSC money will be spent on greatly improved information and counselling facilities which are likely to produce spin-off benefits for ordinary students.

The Open Tech, unlike the Open University, is not a separate institution but a programme to use colleges, industrial training facilities, correspondence courses and broadcasting to provide novel ways of learning for people who cannot, or do not want to,

take conventional courses. It will also try to make existing courses more accessible. Most of its students are expected to be full-time workers trying to improve their qualifications or skills.

Only authorities with at least 10 colleges have been invited to submit bids - they include Birmingham, Manchester, Devon, Nottinghamshire, and Staffordshire - and most of them are already involved in the other big MSC-funded education programme, the

Technical and Vocational Education Initiative. Inner London, the country's biggest authority, is staying out of the bidding.

Dr George Tolley, director of the MSC's Open Tech unit, says that in some parts of the country individual colleges are already taking part in the OT programme, but the new funding is for authority-wide projects. He expects that contracts will be signed early in the New Year.

He can become involved in lengthy discussions with the computer, taking as long as required to pursue the matter.

The programs involved are very much more sophisticated than the linear program systems rejected by educators a generation ago, which presented students with a fixed sequence of information and questions, and were unable to deal with unexpected inquiries.

However, they need a very large information bank and a great deal of program preparation. So instead of teaching, Austin Rover's 200 training staff will spend much of their time developing programs and other course material and providing the students with counselling and help.

Mr O'Mahoney says he cannot see why the system should not find a place in schools and colleges once it has been proved effective in industry. But the machines are likely to find their way into some schools long before there is any educational policy decision to try them out. Austin Rover expects that pupils who at present visit the company's plants to study industrial subjects will in future learn the materials from an Austin Rover program supplied to their schools, provided they have the necessary computer and video equipment.

Edited by Mark Jackson



An Austin Rover employee uses a computer to program a six-axis robot arm.

huge educational computer in the United States.

Austin Rover says it believes that using their combination of individual mini computers and video is much more flexible and cost effective than any big education computer. It plans to set up training centres at the 11 plants and claims that each centre will be able to train at least 6,000 employees a year.

Each of the 12 training positions in each centre will be equipped with a visual display unit, a television-type screen, and a keyboard. The student is shown video instruction films but can interrupt the commentary to ask questions or to try out ideas. He or

### HOME ECONOMICS

Home economics may focus on any one of four aspects - family, home, food and textiles, or on a combination of them. This must be reflected in the title of the exam. Whatever is chosen, all syllabuses must include health and safety, human development, aesthetic appreciation, and consumer rights and responsibilities.

The courses should aim, among other things, to increase pupils' understanding of people's various needs; develop the qualities of sensitivity and appreciation needed to create and maintain a personal environment; teach young people to organize and manage resources; to use domestic technology; to understand interdependence of the family and community; and to adapt to rapid technological changes and their effect on customs and values in a diverse society.

The assessment should test the ability of all candidates to:

☐ identify the varying human needs and material factors involved in a situation, and apply relevant knowledge;

☐ use investigative procedures to test and compare methods, materials and equipment, to obtain evidence on which to base judgments and choices; ☐ identify and justify priorities; decide on appropriate action, and evaluate the effectiveness of the action.

Exams must test both written and practical work. A range of skills (for example psychomotor, consumer and organizational skills) must be assessed by a practical test, which should make up between 30 and 50 per cent of the final marks.

Written tests should include a balanced selection of techniques such as short answer questions, free response questions, individual study, and written descriptions of practical work. Oral tests are an acceptable complement to other techniques, particularly for schemes focused on the family.

Most of the criteria are in the most general terms, but specific examples of possible syllabuses, on family meals, domestic heating, suitability of clothing, the pre-natal stage in child development, and creative needlecraft, make some of the vaguer concepts more down to earth.

### BUSINESS STUDIES

Business studies can be treated in three ways - as a single subject called business studies, a core plus options in accounting or commerce, or as separate single subjects entitled Accounting and Commerce.

All courses should develop relevant skills and techniques, and should encourage group activity within the classroom and direct experience outside it.

The single subject business studies course should, among other things, teach pupils about: the business environment and the working world; the main groups inside and outside business and their influence on each other; business activity in private and public sectors; the organization and structure of business; the control of production; and the significance of innovation and change. It should also develop skills of literacy, numeracy, research, presentation and interpretation.

Candidates will be expected to use appropriate theories and calculations; select and apply data; distinguish between evidence and opinion; make judgments, and communicate accurately and logically.

The choice of topics for the single integrated subject must be more comprehensive than that for the core. As a



minimum, all courses should include topics on the business environment, structure and organization, business behaviour, people in business, and aiding and controlling business enterprise.

The aims of the accounting course and the assessment objectives should be broadly similar to that of the business studies single subject course, but more closely tied to the role of accounting in business.

The course should cover: accounting concepts and conventions; types of business; sources and recording of data; verification of records; income measurement; sources and application of funds; and analysis and interpretation.

The commerce course should also have similar aims and objectives, but should include topics on: the individual and the economy; the consumer and distribution; business ownership; private saving; the role of the state; aids to trade; and overseas trade.

Any of the assessment objectives could be met solely by written papers, but practical assignments developed through course work would be more appropriate at times.

A Grade 6 candidate should have some ability to recall knowledge; apply commonly used techniques and data to the solution of simple problems; be familiar with the main vocabulary and be able to make simple calculations. A Grade 3 candidate should be more adept at all these functions, and should also be able to analyse and discuss.

### ART AND DESIGN

Art and design are treated not as separate disciplines but as a single concept which covers both theory and practice - including critical and historical studies - and, particularly, creative, visual and tactile aspects.

Two distinct types of course must be provided: general courses based on a variety of activities and media, and more specialized courses in particular areas.

Regional exam boards should aim to produce syllabuses that will cater for those who will continue with the subject after 16 and those who will not, as well as those aiming at careers for which art and design is relevant.

The aims for the subject include the development of a candidate's ability to:

☐ perceive, understand and express concepts and feelings in visual and tactile form; ☐ record from direct observation and experience; ☐ work in two and three dimensions; ☐ acquire technical competence and manipulative skills;



special study submitted at a given time. The controlled test could be either written or practical.

### ECONOMICS

The joint council has decided that economics courses should give students sufficient knowledge to understand the world in which they live, and take part in it. They should also develop the ability to describe their knowledge.

Specifically the course should enable students to understand: ☐ the economic problem of allocating scarce resources and ways in which it may be solved;

☐ the UK economy, current policy issues, and basic economic numeracy and literacy. Students should also be able to discriminate between different sources of information, and between facts and value judgments in economic issues.

All candidates will be expected to demonstrate real knowledge of the syllabus, and an ability to use it in verbal, numerical and graphical form. They will have to apply appropriate terminology, concepts and elementary theories; select, analyse and interpret data; make reasoned judgments and communicate them.

The content should be chosen so that a complete course is provided for those who do not want to take the subject further, while offering enough for those who do. Students should be encouraged to appreciate the interrelationships within the subject and its links with others. To this end syllabus content should not make the subject appear fragmented or beyond the target ability range.

Among the nine areas to be covered are: basic terminology; the functions of organizations (firms, trade unions, banks, for example); trends (population growth, unemployment levels); the nature of economic problems, and economic activity as a means of achieving certain ends (for example, economic growth); economic variables (such as supply and demand); the use of economic instruments (such as taxation and money supply); and the interdependence of parts of an economy and its whole, and the global interdependence of national economies.

Up to half the marks should be for recall of knowledge; between 20 and 40 per cent for application of knowledge; and the rest for analysis and judgment.

All schemes of assessment, including those with course work, should include a variety of question types, and give an important place to data response questions.

Replies to these questions may be required in the form of short answers,



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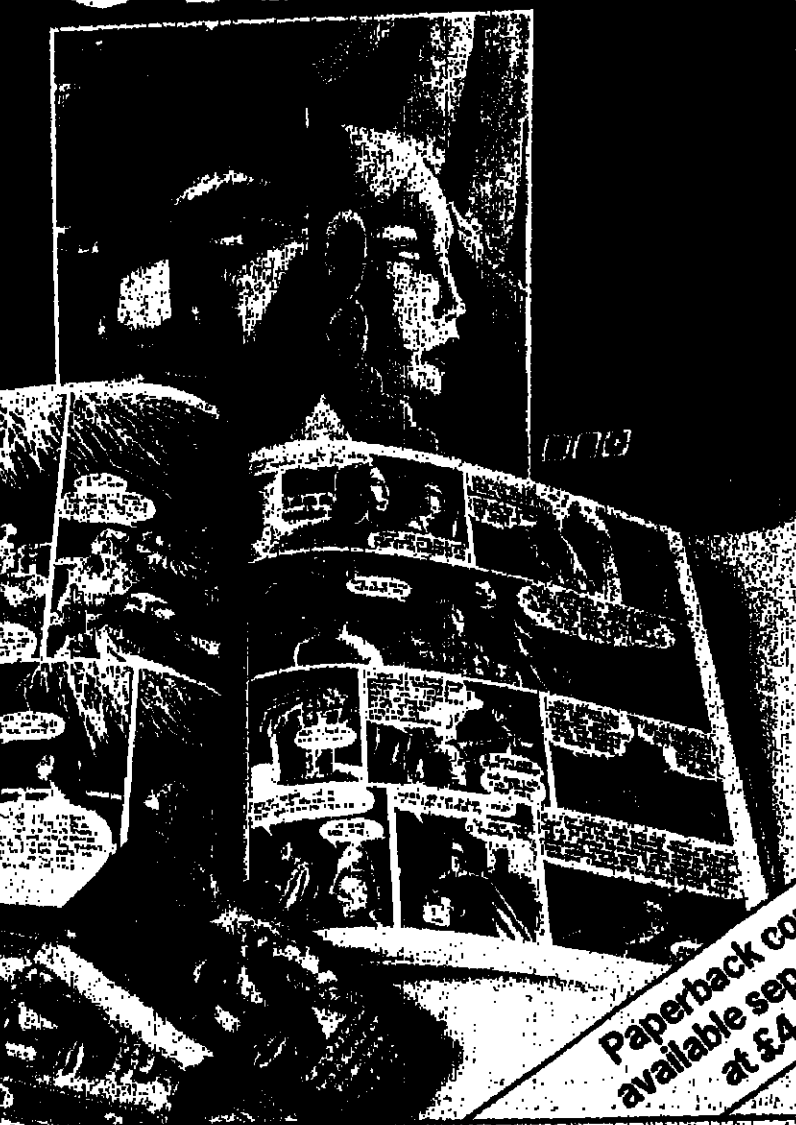
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## No full-time teachers – but good exam results

A small independent girls' boarding school, with an entrance exam, a high proportion of overseas students, and no full-time teachers has won the conditional approval of HM Inspectorate.

Despite certain weaknesses, particularly shortages of books and remedial teaching, the Inspectors find much to praise in Acton Reynold School, Shrewsbury, Shropshire.

The school, opened in 1877, is run by a trust and caters for 81 girls aged 7 to 18, though most are of secondary age.

The Inspectorate says: "Pupils and staff work hard and although the work is heavily teacher-directed and undifferentiated in many subjects, the girls achieve pleasing results in most subjects at public examination level."

The boarders seem well adjusted and content, in spite of some urgent deficiencies in the accommodation, particularly a shortage of lavatories. And the girls were welcoming and unfailingly courteous.

But problems arose because of the wide ability range of the pupils, and the fact that all 18 teachers other than the principal were part-timers. However, half the staff were gradu-

## HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Harewood Lane, Slough, Middlesex HA7 1AZ. Also available from I.E.A.s.

ates, and all were well-qualified and experienced.

The most serious weakness was that for far too much of the week, some sixth-year girls were not being taught. Out of a 44 period week four girls had 14 free periods, three had 12, and five had 10. Some girls also had as many as eight periods of needwork.

Better curriculum planning was needed, says the Inspectorate, with emphasis on "the needs of girls (usually, but not always, of overseas origin) who are unable to follow examination courses". At present these needs were not adequately met.

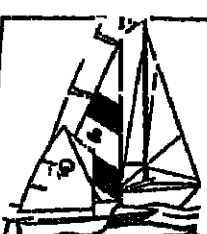
Though the style of teaching was didactic, some examples of open-ended discussion were seen. "However many lessons lacked pace and variety and pupils were on the whole passive recipients," says the Inspectorate.

Written work was set regularly and was carefully marked with pupils doing a great deal of writing. Reading tasks by contrast were minimal, perhaps because of the shortage of a wide range of reference books.

Standards of work overall were acceptable and in some subjects such as art, and English were good. But exam results in maths, French and German had been disappointing.

The supply of books and equipment varied from subject to subject, but were least well supplied in the library. At the time of the inspection the school was considering buying a complete new series of maths books to cover much of the school's work. This would allow them to acquire books more suitable for low ability-pupils.

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## Flavour of history 'stifled by facts'

by Philip Venning

Exam boards were criticized by HMI Inspectorate this week for offering modern world history syllabuses that are so crammed with unnecessary detail that pupils lose sight of the subject.

Both O level and CSE syllabuses in modern world history demanded an immense load of factual detail, the Inspectors say in a report on history teaching in 16 Hampshire secondary schools.

"The intrinsic interest and the essential flavour of history were being squeezed out by all this factual pressure."

Two schools had been forced to start the course a year early to cover all the ground. The report adds: "The con-

ceptual underpinning of such courses appears to be shaky – pupils seemed to be missing the wood for the trees in some cases, able, for example, to describe the clauses of the Treaty of Versailles 1919, or the background to the Manchukuo Crisis, but not able to define the 'Third World' or to describe the effects of technology on twentieth century life."

"To a lesser extent the same complaints could be made about courses in British economic and social history since 1750. But the solution lay with the exam boards rather than the teachers."

With rare exceptions the quality of work and classroom discipline in history were good. The Inspectors saw

lively question and answer sessions, lessons geared to the individual aptitudes of pupils, and work that developed a wide range of skills other than those normally associated with history.

Despite wide variations there were no serious shortages of paper and books, although pupils in two schools were sharing textbooks. But there was a tendency for schools to over-invest in worksheets and handouts.

"It is doubtful whether this expenditure is always economic given the short life span of many handouts and the considerable difficulties of designing and producing high-quality materials," says the report.

In general there was too much

emphasis on writing, much of it uncritical copying from a single textbook or from the blackboard. There was not nearly enough analysis of sources of evidence, and too little use made of primary sources, such as written records, field work, and oral records.

"Most projects done in the schools visited (usually in years four and five) were felt to be too voluminous, tending to be uncritical compilations. Dramatic re-creations of historical events were seen in three schools, though in one the work drifted too far from recorded history."

*History in Some Secondary Schools in Hampshire, HMI.*

## Threatened school wins high praise

by David Lister

A school which a council has earmarked for closure amid considerable local protest has just received a particularly favourable report from HMI's Inspectorate.

The report of a short inspection of Mountview School, a 12 to 16 comprehensive in Harrow, says it "has good reasons to be pleased with its achievements so far" and is "well staffed with experienced professionals who work conscientiously."

HMI also points out that although Mountview served a "very mixed and multi-ethnic community" there were signs of tension in the school. "The atmosphere in almost all lessons was good."

Examination results last year were said to be disappointing but the report points out that the school had produced its own leaving certificate which followed a work experience package.

A group has been formed to fight the closure and is citing the HMI report in part of its case. The council has pointed to falling rolls and says a 12 to 16 school with less than 720 pupils is not viable, though a final decision on closure has not yet been made.

Reports were also published last week on Charlfield Primary School, Avon; Caravansal School, South Leeds (now closed); Oakwood Avenue Infant School, Warrington; Ringwood School, Lewes, East Sussex; Warrick Boys' High School, Waltham Forest; St Anselm's RC First and Middle School, Harrow; and Rushleigh High School, Northwich, Cheshire.

better housed somewhere else.

The report also shows that as school rolls fall the number of sixth formers doing A level music in ILEA has fallen to 164. None at all were doing it in one ILEA division.

However, the Inspectors conclude that the overall provision for pupils with musical ability is impressive and provides an appropriate complement to the pupils' musical activities within the school curriculum. Particularly commendable was the experimental CYM project in Tower Hamlets, which gives concentrated instrumental tuition in four primary schools.

*A Survey of Aspects of Music Education in ILEA, HMI.*

## NOTICEBOARD

### PEOPLE...

#### SCHOOL APPOINTMENTS

The London Borough of Richmond has made the following appointments from January. Mrs S. Gurnett to be head of Orleans Infant School; Mrs L. Turner to be head of Stanley Infant School; and Mr R. Archer to be head of Trafalgar Junior School.

Mr Richard Tracey, Conservative MP for Surbiton, has been appointed Parliamentary Adviser to the Independent Schools Information Service.

**COLLEGE APPOINTMENTS**  
Sir Michael Tippett to be President of the London College of Music.

**UNIVERSITY APPOINTMENT**  
Professor Maurice Craft, chairman of the School of Education, to be Pro-Vice-Chancellor of the University of Nottingham.

details from the Principal, Thames Street, Wallingford, Oxon.  
**November 26**  
Inaugural Conference of the Association of African, Caribbean and Asian Academics from 10.15am until 3.45pm at the Polytechnic of Central London, 35 Marylebone Road, London W1. Further details from the Chairman, Dr P. Figueroa, University of Southampton, Southampton, Hants SO9 5NH. Tel: 0703 599122 ext 351/470.

**December 3**  
Centre for the Study of Comprehensive Schools one-day conference to launch the South-East Regional Group at the London Institute of Education, Bedford Way, London WC1. Speakers: Professor Denis Lawton and George Walker. Further details from Simon Clements, 217 Highbury Quadrant, London N5 2TE.

**Luther Quinquennial**  
The University of Kent at Canterbury is marking the quinquennial of Martin Luther's birth with an exhibition on loan from Germany from November 1–28. It comprises an important collection of reproduction paintings, woodcuts, manuscripts and books.

Two open lectures on *The Image of Luther in the German Democratic Republic* by Dr Gerhard Brendler on November 15, and on *Incomprehensible Luther* by Dr Robert Schnor on November 18 will take place at 6pm in the Cornwallis Lecture Theatre.

**Natural History Museum**  
The Krakatoa Centenary Exhibition has been extended to November 30.

A small display of mosses and liverworts will be held in the Whale Hall Lobby from November 1–30 to mark the diamond jubilee of the British Bryological Society.

**Science Museum**  
Three Hundred Years of the Art of Printing: a small display commemorating the publication of the first technical treatise on printing in 1683: Joseph Moxon's *Mechanic Exercises on the Art of Printing* until after Christmas.



**Schools Prom**  
November 21–23  
Music for Youth at the Royal Albert Hall in the

## Wrong answers in staffroom lead to crossword prize

by Bert Lodge

When The Teacher's Day piece of research was published a few years ago, Colin Wheeler, the classroom-enthusiast, illustrated it with a sketch of a woman teacher beleaguered by at least half a dozen demanding children and crying over their heads to an invisible researcher, "My free time? It's like this only with a sandwich in my hand."

Well life can't be so permanently hectic, not in all staffrooms, not judging by the response to the first staffroom crossword competition run by The TES in its September 23 edition in conjunction with Collins' Dictionaries. The 146 clues demanded a grid as big as a table top yet more than 1,400 entries were received. That amounts to nearly 1.5m individually solved clues.

Not that it took some staffroom teams long to solve them. Mr Martin D. Savoy, head of English at St Thomas More, Derby, the school above all correct solution was first out of the bag, put it in perspective. "The TES was lying around the staffroom and one or two people had filled in answers which were wrong. So I took it home and finished it."

Had it taken him long? "About an hour." It was no surprise to learn he has in the past picked up a prize or two from newspaper competitions in the national heaves. This time, £150 worth of books for his school.

Another in the top six, Wolverhampton Hall, sounding every brick like a

private academy, is an ILEA boarding secondary school. Was the common room (do they have them there?) a crossword hive? "No, we don't get the time," was the terse response of Mr Stuart McPhee, responsible for sending the entry. But he is another who has the odd *Observer* and *Sunday Times* win to his credit.

Most effortless beneficiary must be Hamilton primary school, Colchester. The head, Mr John Bouckley, had not even heard of the competition until told over the phone this week his school had won a prize in it: £100 worth of books. The benefactor is Mr Paul Chapman, who took advantage of the rule allowing an entrant not on a school staff to nominate a school to receive any prize that might be won.

Was Mr Chapman the parent of a child at the school? "He's the parent of several," was the short reply.

From the first independent school in the list of winners came a tribute to the crossword compiler, Rufus, our regular. "It was very fair – a good cross-section across the arts and the sciences." This was Mr Martin Rupp, teacher of Latin and French at St Edmund's junior school, Canterbury, where the cathedral's choristers are among the 200 on roll. Behind comes Brooklands Technical College, Weybridge with 3,000 on roll. Should we think about separate leagues based on size of institution next year – or a sliding scale of prize money?

## Public opinion against more cuts

by Hilary Wilce

Education spending should be increased if possible, according to two public opinion polls published last week.

Strong opposition was shown to further cuts from all sectors of society.

A poll commissioned by the Institute of Directors showed that top businessmen throughout the country considered education the area of public spending that should least be cut.

Only 2 per cent of the 200 institute members, polled by telephone, thought that further government spending cuts should fall on education. This put education well ahead of the

next area which the businessmen thought should be protected, defence expenditure, which 9 per cent said should be cut, and far and away beyond the most popular area for increased cuts – the National Health Service.

A wider opinion sample last week also showed strong support for public education.

According to a MORI poll on government spending, commissioned by *The Sunday Times*, only 6 per cent of people favour more cuts in education funds if public spending cuts are to increase, while 47 per cent think it is an

area where spending should be increased if more money is available. This makes education the third most popular area for protecting expenditure, after pensions and the National Health Service, and the second most popular area for increasing spending after the National Health Service.

Men favour cutting education more than women: 8 per cent as opposed to 3 per cent; while in age terms a predictable pattern emerges. Households with school and pre-school age children strongly support education spending, while older age groups are less enthusiastic.

## Lecturers' 3-point claim

by Diane Spencer

Leaders of the largest college lecturers' union have recommended a three-point pay claim to their membership.

The executive of the National Association of Teachers in Further and Higher Education is seeking:

- Restoration of living standards,
- Improvement of relativities with university salaries; and
- Creation of a career grade for further education teachers on lecturer scales 1 and 2.

These are the main points of the claim, details of which have been sent to the union's branches this week. A special salaries conference will be held next February.

Last year the union accepted a pay settlement of 4.5 per cent plus £51, although they had asked for £280 plus 12 per cent.

Negotiations remained deadlocked on the structural changes also demanded by the union, including automatic transfer from lecturer Scale 1 and 2 which is part of this year's claim.



These two boys have each taken an exam not usually open to children under the age of 16. Colin Caesar, left, a 13-year-old pupil at Barry Boys' Comprehensive, South Wales, has scored 177 in an IQ test set by Mensa. Nine-year-old Nigel Wheatcroft of Keelby, Lincs, has become the youngest child in Britain to gain a GCE chemistry O level.

## THE TIMES Educational Supplement



**COLLINS DICTIONARIES**

## SCHOOL STAFFROOM CROSSWORD COMPETITION WINNERS

### 1st prizes

St Thomas More RC School, Derby.  
St Edmund's School, Canterbury.  
St John's College, Pucham, Hants.  
St Mary's School, Stoke-on-Trent.  
St Mary's School, Stoke-on-Trent.  
St Mary's School, Stoke-on-Trent.  
St Mary's School, Stoke-on-Trent.  
St Mary's School, Stoke-on-Trent.

### 2nd prizes

St Thomas More RC School, Derby.  
St Edmund's School, Canterbury.  
St John's College, Pucham, Hants.  
St Mary's School, Stoke-on-Trent.  
St Mary's School, Stoke-on-Trent.  
St Mary's School, Stoke-on-Trent.  
St Mary's School, Stoke-on-Trent.  
St Mary's School, Stoke-on-Trent.

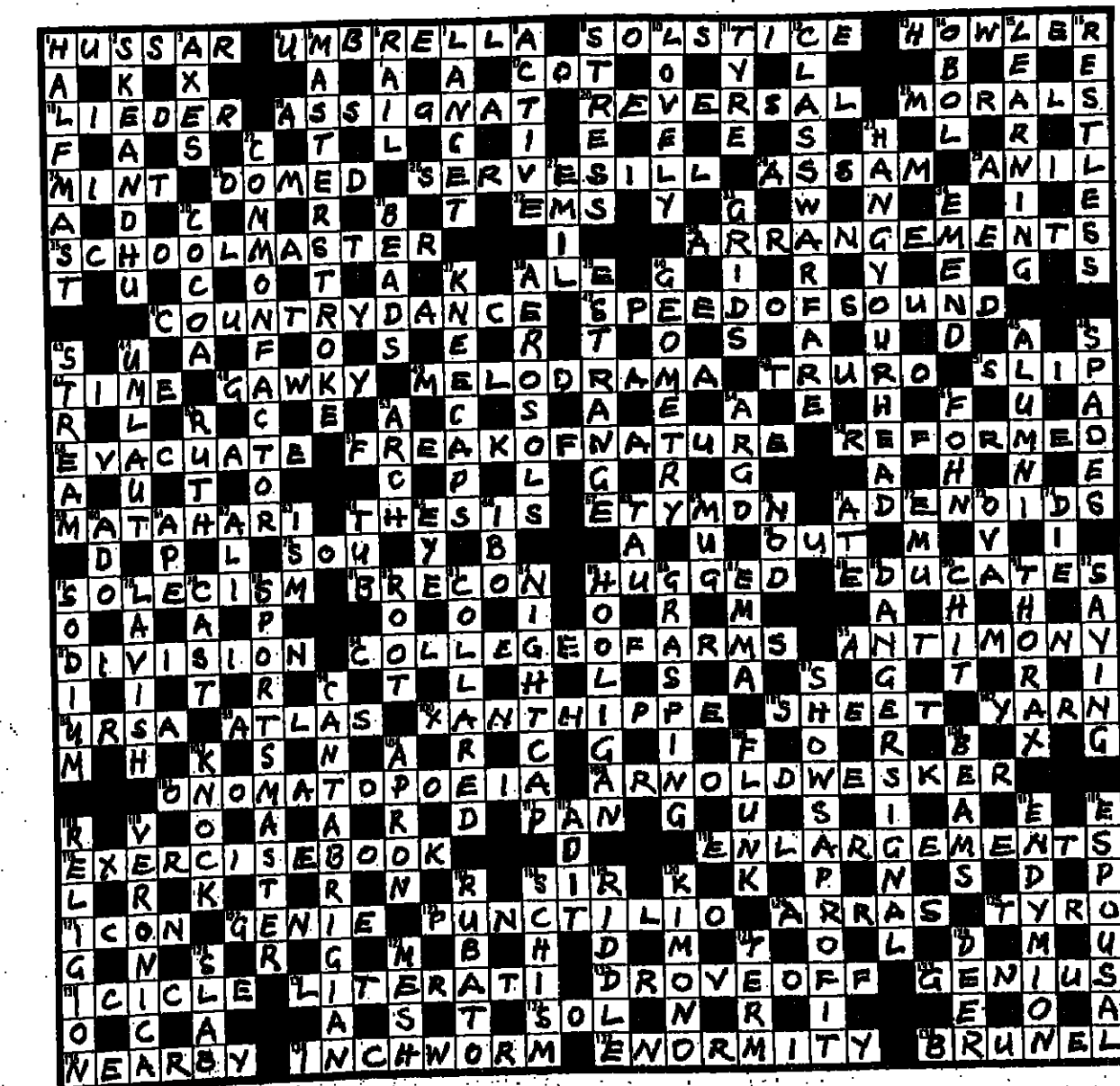
### 3rd prizes

St Thomas More RC School, Derby.  
St Edmund's School, Canterbury.  
St John's College, Pucham, Hants.  
St Mary's School, Stoke-on-Trent.  
St Mary's School, Stoke-on-Trent.  
St Mary's School, Stoke-on-Trent.  
St Mary's School, Stoke-on-Trent.  
St Mary's School, Stoke-on-Trent.

Newquay Trevelyan School, Newquay, Cornwall. BJ Johnson.  
Purley Community School, Bradford. W. Jones.  
Purley Community School, Bradford. W. Jones.  
Purley Community School, Bradford. W. Jones.  
Purley Community School, Bradford. W. Jones.  
Purley Community School, Bradford. W. Jones.  
Purley Community School, Bradford. W. Jones.  
Purley Community School, Bradford. W. Jones.

### Consolation prizes

Malbank School, Newark, Cheshire. Mr Tom W. Johnson.  
St Ann's School, Widdowson, Cumbria. Mrs J. Irvine.  
Contraforte High School, Contrace, Lancashire. Mr B. M. Brumby.  
Lancashire. Mr B. M. Brumby.  
Lancashire. Mr B. M. Brumby.  
Lancashire. Mr B. M. Brumby.  
Lancashire. Mr B. M. Brumby.  
Lancashire. Mr B. M. Brumby.





## LETTERS

## Role of the 'bad' pupil

Sir - The article "Beyond the naughty child" by Sted, Lawrence and Young (TES, October 28) is interesting but it does not go far enough. By trying to focus attention on what the teacher may be doing the authors promulgate the myth of the "incompetent teacher" without really going into the causes of disruptive behaviour in a classroom.

Every teacher knows instinctively that a class is not just a collection of individuals. The class forms a group which has its own identity. What teachers seldom appreciate is that the feelings in a group exert pressures on the members of the group and that these pressures can be considerable. What the authors refer to as "scapegoating" is, in fact, a similar phenomenon called "splitting". This works on the assumption that there is good and bad in everyone, but that children are reluctant to acknowledge the bad parts of themselves and so try to put all their own bad feelings on to one or two individuals in the class who have signalled their willingness to be so put upon by personal acts of misbehaviour.

The "bad" pupil is, thus, acting out all the badness of the rest of the class. That this is the case is proved by the fact that if the "bad" pupil is finally excluded from the class, a new "bad" pupil arises to fill the same role.



The most "competent" of teachers seldom realise that they, as part of the group they are teaching, are just as vulnerable to group pressures as the children and so may collude in setting up a "naughty" child. In fact, it is often the "strictest" - that is, least sensitive teachers - who are most easily manipulated by such group pressures.

Another factor which operates is the relationship between the hierarchy of the school and the individual teacher. Teachers must carry into the classroom the authority which is vested in the school. If the school hierarchy sees itself as inadequate then the teachers' authority will be diminished. That some teachers in such a situation succeed in setting up their own authority, based usually on fear and violence, is unhelpful since it results in an attitude of "Blow you Jack, I'm all right".

It is time for teachers to be open about their fears, problems, difficulties and inadequacies in the classroom.

F WATT  
31 Hargrave Mansions  
Hargrave Road  
London N19

## Influence of classroom dynamic

Sir - It is heartening to learn there is a growing body of educationalists and teachers who are prepared to recognize that the responsibility for classroom misbehaviour does not rest solely with the students.

I suggest that the effectiveness of the learning process would be greatly enhanced if greater attention and recognition were given to the process of the dynamic between student and teacher. This is not a plea for *laissez-faire*

teaching, but for a more honest appraisal of what elements really contribute to a student's response to a teacher.

It is time for teachers to be open about their fears, problems, difficulties and inadequacies in the classroom.

F WATT  
31 Hargrave Mansions  
Hargrave Road  
London N19

## No quota

Sir - As the teacher mentioned by Mark Vaughan (Talkback, TES, October 28), I must answer some points raised in his interesting contribution. Because many issues are at stake, I will confine myself to those most relevant to me.

Of course integration is the ideal goal, but is not every rule reinforced by exceptions? The pupils with whom I am concerned have already been suspended from school after strenuous attempts to solve their problems before they are referred to me. They will not be sent to me if any other school will take them.

I am the first to admit that the curriculum is limited, but anyone who has taught the City & Guilds Foundation Course will agree that it is suited to the needs and interests of this age group. When I say that pupils will not return to high school, this is not an accusation against the system. I merely state the particular role of our unit.

I have close links with another unit where every effort is made to return pupils to mainstream education. If this is not possible by the beginning of the fifth year, they come to us. I would like to know how many 15 to 16-year-olds are successfully reintegrated into high schools after they have already been given fresh starts at other schools, time in the support unit, or time on home tuition, before arriving in a school-leavers unit.

Of course education should not and does not end at 16. I would be delighted to think that one day our pupils will think the pleasure of learning, but right now all they can think of is finishing school and finding a job.

I need hardly add that I teach in a "disruptive unit" because the unit exists. This unit - and the many others in this country - do not owe their existence to my desire to disintegrate schools. After five years in this field, I would like to be integrated into a school again. However, I still feel that for a few pupils, the small unit attempts to tackle the problem of disruptive and disaffected fifth years,

and, in fact, gives them some sense of achievement and responsibility before leaving.

It is unlikely that any of our pupils who gained certificates this year would have done so in their original school, and far from being isolating we are stretching out all the time. Pupils attend link courses at the local tech, they play in a table tennis league, some spend a day a week on work experience or doing voluntary work in the community.

I assure Mr Vaughan that there is no question of each school having a quota of places. We take pupils in the order that we receive the referrals. If we had no referrals we would have no pupils, and I'm sure our education authority would not put out an appeal for referrals but be delighted to redeploy staff until the need arose again. No pupil is forced to come here - parents come from the ranks of the unemployed or lower paid members of our society.

May Warnock suggests that it is the "moderately talented, the 'ordinary' child, who is most likely to suffer when things are bad". I am sorry she does not go on to define what she means by the "ordinary" child but I would like to assure her that there are a number of ordinary, or less than ordinary children academically, who become quite extraordinary when they discover that they have a special talent for music.

Each child also discovers that they have an overriding need for it. At least half of the most talented children we have produced in Leicestershire were once ordinary in the academic sense and at least half of those were ordinary in the sense that they were not sufficiently efficient to pay for good lessons. And has Mary Warnock ever considered the cost of purchasing instruments?

Presumably she holds some sort of ideology concerning equality of opportunity: her mistake is to think that instrumental teaching is less essential to educational provision than to quote her example, modern languages. Like most subjects, it is more essential for some people than others. The question therefore is not whether instrumental teaching should be provided but to what extent it should be provided, particularly in relation to classroom music.

The fact that many I.e.s.s have refused their peripatetic instrumental teachers and never charged for the teaching indicates that it is not necessary to abolish instrumental teaching. What is necessary is for those concerned with music in education to recognize their needs and rationalize their priorities in a more cogent way than has been the case in the past.

It seems to me that the greatest error, in these stringent times, is to discuss methods and strategies before aims have been clearly defined. Throughout my working life I have had to pay for a relatively small financial saving. Even the total abolition of free instrumental tuition in schools would be of little benefit to other subjects compared with damage to the curriculum balance, because the cost of instrumental provision, even in the most generous of I.e.s.s, is only a tiny fraction of total staffing costs.

It is, therefore, neither obvious nor inevitable that I.e.s.s should think to provide free instrumental instruction in schools in the present financial circumstances.

HUGH MAGEE  
Hon Secretary  
Hounslow Association Peripatetic Instrumental Teachers  
78 Will Crescent  
Hounslow  
Middlesex

It is our business to educate the whole child and thus the physical education of primary school children is equally important as other areas. If any move to integrate these "young offenders" into the education system is to be undertaken, let it be across the whole spectrum.

RICHARD WHITTINGTON  
Chelsea School of Human Movement  
(Falmers)  
Brighton Polytechnic

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## Why Warnock fails to recognize the music case

Sir - I was sad to see Mary Warnock, of all people, taking up the case for allowing parents to pay for a subject that for over three decades has been considered as justifying a place in the general curriculum (TES, October 28). I wonder how many of the parents whom she claims are demanding the instrumental tuition she provided by the State at a charge to themselves, come from the ranks of the unemployed or lower paid members of our society.

May Warnock suggests that it is the "moderately talented, the 'ordinary' child, who is most likely to suffer when things are bad". I am sorry she does not go on to define what she means by the "ordinary" child but I would like to assure her that there are a number of ordinary, or less than ordinary children academically, who become quite extraordinary when they discover that they have a special talent for music.

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## Chopping logic

Sir - It was sad to learn from Trevor Eaton's letter (TES, October 28) that the London GCE Board is to abolish the A level examination in logic, because it is not financially viable. I believe with him that a course in logic does lead to a marked improvement in the intellectual skills the pupil brings to other subjects.

There is a case for it being more widely taught. As the late Nathan Isaacs cogently argued "We all agree that arithmetic is one of the great basic subjects which everyone should be taught. But why is not logic recognized as equally basic... Indeed even reading and writing, to say nothing of arithmetic, would be of little use if we could not back them up with some grasp of logic and the demands of valid reasoning" (New Light on Children's Ideas of Number, ESA 1960 p31).

With this in mind I carried out some years ago an experiment in teaching logic to 9 to 10-year-olds in schools in Blackpool and Manchester, using an adapted version of Lewis Carroll's Game of Logic (cf. "Logic in the Primary School", TES, September 27). I found that the children took well to the subject and that there was a marked improvement in their intellectual readiness and ability to reason. In a few cases children were better able to handle logical material than some university students of my acquaintance.

Not only do children of this age profit from such instruction, but as Trevor Eaton clearly shows, older pupils also benefit. If more logic was taught to our young people, it would take it at A level, and it might become financially viable. However, financial viability is not an adequate criterion of a subject's educational value.

WOLFE MAYS  
Institute of Advanced Studies  
Manchester Polytechnic

## Worth reflecting

Sir - May I endorse Trevor Eaton's lament that the University of London GCE Board is intending to abolish A level logic on financial grounds since, human nature being what it is, if there is no examination, then very soon there will in all likelihood be no subject.

I suspect that lack of takers indicates a lack of interested and/or qualified teachers - a situation that will not be improved by getting rid of the A level examination.

To the virtues of the syllabus ably expounded by Mr Eaton I would add only this: that it is necessary in a civilized society that at least some of its members be taught to reflect seriously and systematically on the nature and entailments of existence; and while the A level logic syllabus in itself does less than that, it nevertheless affords an important *entrée* to areas of thought that do.

Mr Eaton's letter seems to have exposed a gap in the curriculum that, officially speaking, nobody cares about. I hope that the London GCE Board can be persuaded to stay its hand; and that an appropriate initiative in the form of INSET will not be long in coming.

Dr C A BUTLER  
Head of English  
Borden Grammar School  
Sittingbourne  
Kent

## Little appeal

Sir - A comment is necessary on the letter from Mr Eaton concerning the University of London GCE Board's decision to withdraw its A level logic examination from June 1985.

The board regrets any adverse implications for the very few candidates involved (48 in June 1983) but it was clear that the examination in its present form was not proving attractive to teachers and candidates, quite apart from the financial implications to the board.

LAURENCE PATEMAN  
Mathematics and Logic subject officer  
The University Entrance and School Examinations Council  
University of London

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## Foreign ways

Sir - As the writer of the original article about foreign language assistants "Is the Game worth the candle?" I was, of course, interested to see how Mr Paddy Carpenter had riposted with his own title "Le jeu en vaut la chandelle" (Extra, TES, October 28).

The assistantship scheme, for the actual administration of which CBEVE deserves every admiration, has to be evaluated within the context of native speakers in the classroom. The question is not so much whether it has done some good as whether it has done enough good. The benefit that the scheme brings to modern language degree courses must surely be understood as secondary to the classroom situation.

First hand experience of "foreignness" could in the future be given to language pupils in several ways:

● Enhanced teacher exchange schemes so providing a sabbatical abroad for every language teacher in the European Community;

● Increased frequency of pupil exchanges, so that as far as practical an exchange became an integral part of the language syllabus; and

● Assistantships on the model I have proposed in my article, for trainee teachers prior to their PGCE year. The best assistants from France or Germany are generally the *capotiens* or the *Referendaires*.

Mr Carpenter wonders if I had described the problems confronting our assistants. The fact is that we went to great lengths to eliminate the worries that a young foreigner might feel; we arranged board and lodging, made him welcome in our common room, provided teaching resources and ideas and still left room for initiative. With one distinguished exception, we deserved better of the scheme than we obtained.

There remains the matter of the year abroad in a degree course. I hope that the research team investigating lan-

guage acquisition by British assistants while abroad will undertake an exercise to compare their results with those achieved by undergraduates who spend a year at a foreign university, or in some industrial placement.

I am sure others know more than I do about the political mood in treasurer's departments of I.e.s.s at the present. My own reading of the situation is that the present assistantship scheme is declining, and urgently needs revamping.

ANTHONY EARL  
Head of Modern Languages  
Eltham College

## Local difficulty

Sir - Unfortunately the uninvited appearance of an "r", changing "counties" into "countries" distorted the point I was trying to articulate in an article on the Language Assistants Scheme written for the Foreign Language Teaching Extra.

I was quoting a modern languages adviser in an authority which no longer employs assistants who was lamenting the fact that although his county no longer undertook any "reciprocal arrangements with France, Germany and Spain" it still wished to benefit from the scheme by employing British teachers who had spent a year as assistants in those countries.

As a country, the UK has a number of exchange arrangements not only for assistants but also for serving teachers who can exchange their posts for six weeks, a term of a year. I trust you can turn this back into a local problem with national implications by printing this letter.

PADDY CARPENTER  
Deputy Director  
Central Bureau for Educational Visits and Exchanges  
Seymour Mews House  
Seymour Mews  
London W1

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## TVEI rebuke

Sir - I should like to correct some of the false impressions which some of your readers may have formed from reading Philip Venning's article on Barnsley's TVEI pilot project (TES, October 14).

The fact that submissions were only approved in March, and that protracted negotiations were required before final agreement could be reached with the Manpower Services Commission on the terms of the TVEI contract, has meant that it has been impossible to deliver the authority's proposal in its entirety in the first year of the scheme's operation.

The MSC has appreciated the authority's point that the logistical demands of the consortium arrangement, which necessitates a high degree of cooperation between a large number

of institutions, could not be met in the time available.

While we would not wish to pretend that these demands will be easily met, the authority and the participating institutions remain committed to the original proposal and will seek to implement the consortia in September 1984. Meanwhile, it is totally misleading to suggest as you did on your front page, that the consortium arrangements may never in fact come to fruition.

The length of the contractual negotiations which I would point out, were only concluded in August, was also chiefly responsible for the fact that the limited plans to admit students to the agriculture/horticulture scheme at 16 were unsuccessful, though, in contrast, recruitment at 16-plus to the courses mounted at the college of art and design and the sixth-form college has,

in fact, been better than anticipated. This important point was unfortunately omitted from the report.

Publicity about the availability of the new courses to fifth-year pupils who had already left school was a major problem, which the authority will not have to face in 1984. Sex stereotyping and the need to avoid premature career choice are acknowledged problems faced by all TVEI authorities including Barnsley and it is right that attention should be focused upon them. Under the circumstances, however, given that the scheme is still in its infancy, it seems to me to be premature to attempt to draw any definitive conclusions about what has been attempted so far by individual authorities.

TREVOR BROOKS  
Education Officer  
Barnsley

have, from the start, ignored them if they wish.

For example, in the June examinations for English Literature A level 1977-82, the JMB passed 69 per cent of candidates on average; but London passed only 64 per cent; while the AEB pass-rate rose in the same six years from 67 to 78.7 per cent; AEB now passes over 13 per cent more of its English A level candidates than London.

Moreover, the JMB awarded grade A to 10.2 per cent of its English A level candidates over the same period; but London and AEB only 5.4 and 5.6 per cent respectively.

Therefore, a London of AEB grade A in English is nearly twice as valuable as a JMB grade A, and so on. Striking variations between boards occur in other grades and in many other subjects.

I wonder whether university admissions tutors are aware of these variations and make allowances for them. If not, their reliance on A level grades alone for admission purposes is even more farcical than one had imagined.

LAURIE SMITH  
Head of English  
Hollyfield School  
Surrey

JOHN RENNIE  
Director  
Community Education  
Development Centre  
Brixton Road  
Coventry

CWN



## TALKBACK

## Mad on maths

DAVID HAWTHORN

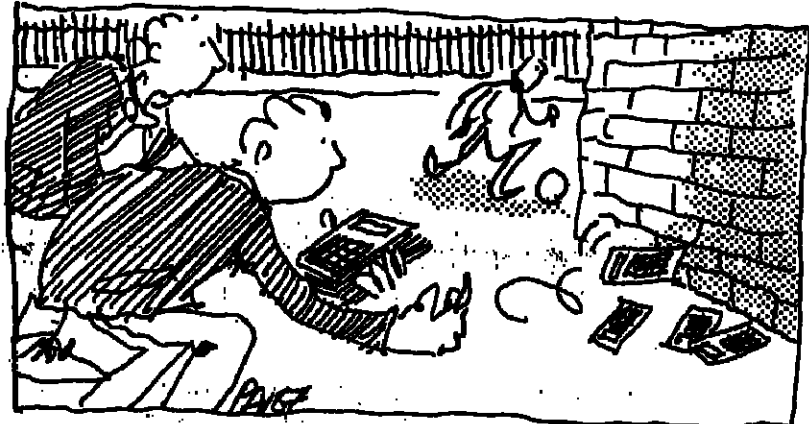
What do the pupils think about their curriculum, or rather the subjects they take? Do they like what we give them as a core curriculum, do they not like it, or are they indifferent?

As part of a greater project studying the transfer of pupils from primary to secondary school, third and fourth year primary and first, second and third year secondary pupils were asked which subjects they liked and which they did not like.

The first point to arise was the apparent popularity of mathematics contrary to public belief, overall just over half (51.8 per cent) said they liked maths. However, one third (32.2 per cent) said they did not like maths and it is interesting that well over three-quarters (83 per cent) of the children thus actually commented on maths. This is a lot higher than the total comment for other subjects, (English: 71.2 per cent; history/geography: 76.8 per cent; science: 66.4 per cent; PE and games: 79 per cent; and for the secondary school only, foreign language: 70.3 per cent).

It would appear that with mathematics not many pupils are neutral, in the primary school through the transfer and then in the secondary school they either definitely like maths (which the majority do), or definitely do not like maths.

One rather startling result was the sudden change in the third year secondary girls' choice, as only one third said they liked maths and over half that they did not, in contrast to other years.



Although there was no sudden change in other subjects, it does raise the question - is this the age at which the girls really start to show their dislike for or disenchantment with maths?

Maths again shows, along with English, another unexpected result, in connection with remedial pupils. They will have been studying English and maths for up to six years when they transfer to the secondary school, which would be most definitions of a "remedial" pupil have been years devoid of success and possibly enjoyment.

However, a surprising 60 per cent of the remedial pupils stated they liked English, only 7.5 per cent did not, and 47.5 per cent stated they liked maths. The practical subjects that, according to popular theory, let the remedial pupils use their hands do not receive the same support. Woodwork was eighth in popularity and metal-work ninth, out of 15 subjects, both were liked by less than one third of the remedial pupils.

But it was the pupils deemed to be "maladjusted", (according to the Rutter form filled in by form teachers) who showed a real preference for maths. This preference being present in all three years of the secondary school studied.

The mathematics quotients for this group (57-128, from the Vernon Graded Mathematics/Arithmetic Test) show that there is a complete range. It includes pupils from the remedial classes through to the top A band.

It should, of course, be stressed that these are the views of pupils from just one secondary school. But they give a little food for thought to teachers and educational planners alike.

David Hawthorn is head of special education at Queen's Comprehensive School, Newport, Gwent.

## Failing in language

RICHARD OLIVER

Ask a Dutchman or a Scandinavian how it is he speaks English so well, and the answer will often be "I did it at school"; ask a tongue-tied Englishman why he cannot ask the way in France, and he will use the same answer to explain an opposite result!

Despite excellent work done in some schools since the mid 1960s, there is no doubt that the average Englishman's ability and attitude regarding foreign languages is still appalling. There are probably two main reasons for this.

First, there is the lack of serious thought in many schools about aims and objectives. Pronouncements on "the best way of teaching languages" are quite irrelevant while aims remain vague. The more enlightened have long since realized that endless recitations of irregular verbs are not the best preparation for using the language in a practical or fluent way. But is "learning to speak the language" a sufficient justification for the inclusion of modern languages on the curriculum?

On the other hand, do those who say the language can never be properly understood without careful study of grammar, understand what their objectives really are?

The problem is that most modern language teachers have come through the grammar-based process themselves, and feel uneasy unless they have explained a whole pattern; for example, rather than letting a pupil become accustomed to producing *Je suis* in response to *es-tu* many of us prefer to make the class first learn the whole present tense of *être*. This method produces a reversed thinking process from which all but the very able will never recover.

Modern languages justify their presence in the school curriculum with a variety of aims, and I suggest below an order of priority. How far one goes down the list will depend on the ability of the pupils concerned:

- Awareness and understanding of the lifestyles and attitudes of other cultures.
- Basic practical conversation and letter writing.
- Aural comprehension and fuller oral skills.
- Reading comprehension and writing.



ing skills.

- Translation
- Grammatical awareness.

If, as is all too often the case, the list is taken in reverse order, points 1 and 2 will never be satisfactorily reached by the majority, thus destroying any interest or enjoyment they might have had.

The second obstacle, and perhaps the more blameworthy, is that the majority of GCE boards seem equally vague as to precisely what they are testing. There are a few happy exceptions; those boards who offer an alternative syllabus seem to be trying to give greater stress to testing practical competence, and the Associated Examining Board has done some particularly good work in this direction.

However, the fact remains that students are going to universities - even with grade A at A level - writing the language accurately and expert in literary criticism, but incapable of using the language practically. As for culture, they are often aware only of the plot and style of four set texts which may or may not convey the true pulse of the country concerned.

Of course many students do go up

with a knowledge of, and enthusiasm for, the culture of the country whose language they are studying, but it will have been achieved because of the pupil's own interest followed up outside the exam syllabus, and, regrettably, often outside the classroom.

Perhaps GCE boards should look at what the Institute of Languages covers, or else universities should accept the Institute's General Certificate as an alternative to A level. They would then have students coming with a sound knowledge of the language and its people, as well as a degree of competence in oral and written skills. This is because the institute seems to have given proper thought to aims, and seen the essential link between cultural awareness and language skill development.

Too many GCE boards are perpetuating the previous generation's obsession with testing esoteric grammatical subtleties, at the expense of important linguistic knowledge and skills, and merely pay lip-service to the need for testing of practical usage.

Richard Oliver is head of Spanish at Brentwood School, Essex.

## FEATURES

## In confidence

Gordon Campbell reveals some of the outrageous things heads write on UCCA forms

University admissions tutors enjoy the rare privilege of reading countless examples of a little-known literary genre: the head-teacher's confidential report. A few examples will serve to indicate the literary heights to which some heads rise: "Robinson has certain difficulties of communication which are not aided by the fact that he always speaks with at least three fingers of his right hand thrust deep into his mouth"; "Kinwood is a cross between Eeyore and a Victorian writer"; "Nashua bears a striking resemblance to Queen Victoria"; "Smyth consists of two blobs. The large one underneath is suggestive of his sloth and his gluttony; the tiny one on top is said to contain a brain".

Of course, not all heads manage to coin such memorable phrases; indeed, some reports are cast in primitive English: "Jones is bright. Popular with the boys. Liked by his teachers. Able sportsman. Visits an old lady on Saturday morning". Other reports are filled with illiteracies; the charitable reading of such reports suggests the writers were too busy to read them after they were typed.

Many heads ignore the guidelines for writing reports, and instead describe what seems to them important. Good citizenship is sometimes paraded at such length that I begin to wonder whether the candidate has any time for intellectual pursuits.

Occasionally heads choose to comment on posture, apparently in the belief that uprightness of body reflects moral and intellectual rectitude. Others communicate little more than their lust for the candidate ("Linda is an attractive and well-formed young lady, sometimes inclined to pout") or their racial prejudices ("Fabian comes from a West Indian family which seems indifferent to higher education").

A surprising number of heads argue that allowance should be made for the poor education which the candidate has received at his school; clearly such reports are not made available to other members of staff. In order to protect the guilty I have combined morsels from several similar reports: "When I took over as head last year I inherited a very unhappy situation. Until 1976 this school was a secondary modern, and when it became comprehensive the existing staff were given all the senior posts, even though many of them lacked the requisite qualifications and skills. For obvious reasons none of these people has moved on to another job, and because they occupy our quota of scaled posts, my predecessor was able to make only a few very junior appointments, and not all of these were wise choices. My predecessor allowed heads of department to choose their own examining boards, and most chose to stay with the AEB, with which they were familiar from secondary modern days; we have also been infected with Nuffield science. These decisions can hardly be said to be of assistance to potential university candidates. In short, neither the teaching nor the material taught reaches an acceptable standard, and I hope that you will take these factors into account when assessing Tracey's application."

The size of the space provided for the report presents problems for heads who have little to say. One of the more ingenious solutions to this problem is to have one's secretary lay out the page as a grid, listing qualities in a vertical column, and grades from one to ten across the top. The headteacher then fills in the form with a series of ticks, and I am left wondering how I should interpret Teresa's grade 3 for neatness of dress, grade 5 for truthfulness, and grade 6 for intellectual potential; presumably she is a well-dressed dour moron.

One of the most telling aspects of the report is the comment on the O level grades, especially if the column of results is an uninspiring mixture of Bs, Cs and Ds. A skilled head can talk his way around such results by emphasizing that young Harley-Jones went through a domestic upheaval when his parents separated while he was preparing for his O levels, and that in any case he is a clear example of the late developer.

By contrast, an unskilled head either ignores the results and insists doggedly on the genius of the candidate, or insists that such results constitute a splendid set of O level passes. On forms destined for Oxbridge as well as the provinces the prudent head adds that his candidate will be a good college man, and alludes to the family tradition. There is some evidence to suggest that on such applications it is also helpful to mention that the candidate's father is a philanthropist or a royal personage.

Gordon Campbell is an admissions tutor at Leicester University.



## Staff development

Ivan Marks describes how heads should help teachers to plan a career now there are fewer opportunities for promotion

thought, planning and time. It is an area which is neglected at colleges, and once someone has acquired one post it is assumed that he/she will have the qualities to make further applications. Everyone should keep a personal file on themselves containing a curriculum vitae, which needs regular updating, copies of previous applications and brief notes of extra experience. The letter of application should be carefully planned to be of between two and four sides of A4 paper. It should be written in two parts: your experience to date which fits you for the next post, and after careful reading of the job description, the way you would address yourself to the new post.

Having advised some of my staff in the past about their letters of application for other jobs, the major faults I have seen are a serious under-selling of themselves and writing in too much detail about one particular point, which gives a very limited view of the applicant. The letter must have a number of interesting points which the applicant would like to follow up in discussion at the interview.

If you are called for interview you must feel pleased that your letter of application has been successful (remember to keep a copy). I offer to all my staff who are called for interview an opportunity to discuss the interview before they go. It is important that preparations are made. Don't just expect to be able to sit and answer the questions without having given some thought beforehand.

At this preliminary discussion I suggest that the candidate looks through the job description again and underline the key areas which are likely to be discussed, eg syllabus as based upon School Council project, team-teaching is from an part of the organization, pupils are from an education priority area. Take a copy of your letter of application along, note the areas about which you are likely to be asked further details and prepare your thoughts on these. Answers to questions should be limited to three minutes to stop the interviewee getting "carried away"; an

egg-timer can be very useful. I tend to talk with the applicant on two or three areas to see how they react and also to see what preparations have already been made. As in examinations, I would not advise question spotting and model answers being rehearsed, but certainly preparation will pay off. There are bound to be difficult questions to answer, so stop and give them due thought. A measured answer is better than a hurried, confused reply. On the day of the interview allow plenty of time to get to the school. It is better to travel the evening before and stay overnight than to leave at 5am to drive some distance. Always arrive outside the school before the children, you will gain a lot of information about the school by watching the way and time that children arrive. Most schools will give candidates a tour of the school, when your observation needs to be particularly alert. It is difficult to remember all that you see so make some notes as you go; it is also an opportunity to ask questions rather than to produce a prepared list at the end of the interview.

When the order of interviewing has been decided, make use of the toilet as a quiet place where you can re-read your application main points and consider your list of observations. At the interview sit comfortably in the chair and look at the person who is asking the questions, and if the question is vague ask for some clarification. Let your enthusiasm flow and in your answers ensure that your strengths are covered.

After the interview if you are not offered the post, make a list of the questions you were asked and discuss them with your own head afterwards; you should learn from the experience. If the interviewers offer advice, make use of the opportunity. I think it is an important part of interviewing that applicants should be given some feedback.

Ivan Marks is headmaster of Walsall's Coppe School, Reading.

## Cheap labour

ANONYMOUS

In my opinion the new Youth Training Scheme is exactly the same as the old "Youth Opportunities Programme". I think it is just a way of keeping down the unemployment figures. Maybe if the Government spent less money on nuclear weapons and stopped losing money because of the EEC, then more jobs could be created in areas of high unemployment.

Of what I have experienced so far on the YTS it is just like being back at school in the first year. We are starting off again with the basics instead of being taught more advanced adult work. As for the point of work experience, well maybe it is useful but what if

you haven't got a job at the end of it? That year on the YTS could have been spent trying to find a more permanent job.

By the end of the first year of the YTS there will be thousands of youths like myself applying for one job, all with the same qualifications and certificates, which will not be of any use because everyone will be equally skilled.

If you do get a work experience job then you will be lucky if you last much longer than your year on the scheme, because in my view most employers just take you on because:

- (a) they don't have to pay you; and
- (b) after the first year another YTS student can fill your place.

If anyone reading this wonders why I am on a training scheme it is because the money is better than Social Security and it is slightly less boring.

The author is on a YTS plastering course.

## Christian Schiller

CHRISTOPHER JARMAN



Many teachers remember with great affection those men and women of stature who have influenced them. The late Christian Schiller is surely one who has inspired enormous respect, even devotion amongst thousands of primary teachers whose lives he touched.

After Schiller died in 1976, Christopher Griffin-Bate was able to put together a memorial volume of his talks and memoranda from a suitcase full of notebooks. This was published in 1979 by A and C Black through the private subscriptions of over 250 friends and colleagues.

Christian Schiller's influence was individual and personal. When he spoke of his observations and experiences in schools he spoke directly to the listener. During his lifetime he believed in the spoken word much more than in the written. The book, *In His Own Words*, was intended as a

aide memoire to those of us who had heard him speak and who wished to recall those words.

Since 1979 however, copies of the book have become prized possessions. They have become sources of pertinent and powerful quotes; truths about the education of young children.

Parents and teachers who never knew the man have become influenced by his ideas. Christian Schiller's ideas were not hypothetical, however, they were always based upon his first-hand observations of the way real children in homes and in schools developed.

He watched and listened to their talk and play. He saw and heard children in the same way that all teachers and parents do. The difference was that he also remembered what he heard and saw, and helped others to see the significance of the observations.

On top of that he was supremely tactful. He allowed his own students to grow and to believe that they had made their achievements themselves.

He once wrote: "The headmaster of the best junior school I have ever known said this 'I always say to teachers, leave the children alone until they need help; but remember that they probably won't come and tell you when that moment comes. To seize that moment is the art of teaching young children'."

This year is the twentieth anniversary of Christian Schiller's retirement from his last job as senior lecturer at the London University Institute of Education. NAPE, the National Association for Primary Education, is marking this anniversary by publishing a paperback edition of *In His Own Words*. Anyone who would like to order a copy may do so by sending a cheque for £3.50, to Christopher Jarman, Editor, NAPE Journal, Whitlands College, West Hill, Putney, London SW15 3SN. Cheques payable to NAPE.

## UK/US SCHOOL EXCHANGE SCHEME

Enquiries are invited from teachers interested in forming a party of 10 pupils to visit an American high school at Easter for 4 weeks.

Accommodation will be with host families. The American participants will wish to visit this country for a similar period at the end of the school year or in the following October/November.

Host schools in Britain and America provide a variety of programmes of activities in and out of school. Obtain details from: SPECIAL PROGRAMMES CENTRAL BUREAU FOR EDUCATIONAL VISITS & EXCHANGES, SEYMOUR MEWS HOUSE, SEYMOUR MEWS, LONDON W1P 0PL. TEL 01-488 8100.



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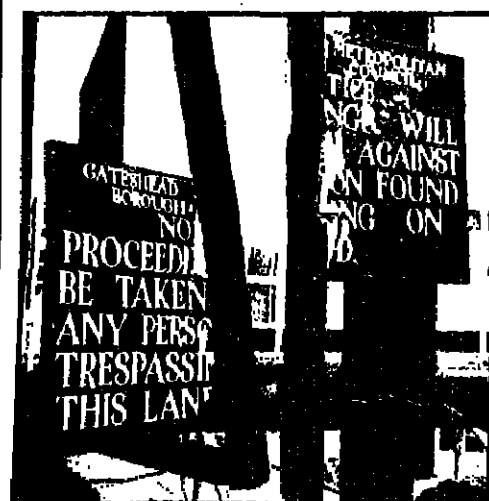
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# Alarmed...

When the word gets round that schools are protected, intruders find easier pickings says Alastair Buchan



Break-ins at schools can be traumatic: work ripped off walls; displays destroyed; paint, ink and worse smeared across classrooms; pets killed; and lessons lost because vital equipment has been stolen or smashed.

It can all be cleaned up and made good but the effect on staff and pupils lingers. Morale drops and children lose their respect for school and the vandalism increases.

And it is getting worse. Break-ins at schools have risen dramatically over the last three years. In a straw poll of local authorities, all reported an increase in the number of illegal entries - in one case it had nearly doubled in three years.

None could put a figure on the cost of replacing stolen equipment, repairing damage to buildings or overtime and administration. At least three separate budgets were usually involved and accounting procedures did not allow for the costs to be brought together. Any figure is no more than a guess.

Some idea of the amounts involved is given by one authority which has set aside £60,000 to replace stolen equipment and expects related repairs to be around £250,000 this financial year. All that can be said with any certainty is that nationwide the true figure runs into many millions of pounds.

Burglary is first cousin to vandalism. An increase in theft is nearly always associated with a rise in wanton damage that, in turn, attracts more theft. The idea that you can reduce vandalism by educating the vandal in socially acceptable behaviour falls down because it has no effect on the thief who works to an order or who is after a video to sell in the pub.

It is a vicious circle Gateshead has been trying to break. The problems are considerable. Too often schools are isolated in their own grounds; they have large areas of vulnerable glass, there are too many dark corners for glue-sniffers and vandals to lurk in and not a really secure lock or cupboard in the entire building.

Security should be incorporated in a school at the design stage but that is a lesson for the future. The reality is a soft, indefensible building that would hardly stop a five-year-old with a plastic screwdriver.

Yet schools are filling up with videos, micro-computers and all sorts of other attractive, easily disposable goodies. The only surprise is that we are surprised when they are pinched.

Security patrols (in some cases amateurs from the Manpower Services Commission) are popular, but they are only trawling with a net that is as good as the interval between patrols: too long and they are not worth the bother; too close together and the costs go through the roof.

Gateshead's approach has been to create an alarmed base inside the school and link it to the police via a central control. Within each base and protected by the alarms is a secure store for that attractive equipment. The alarms and the secure store come as a package. No school gets one without the other.

In older schools it is usually possible to uprate an existing store. In newer schools walls and sometimes even floors and ceilings, need upgrading. It can be done but the cost is prohibitive.

Gateshead's solution was to develop a steel security vault. It is about the size of three filing cabinets and provides protection approaching the level of an office safe. At the price of a video it seems a cost-effective solution to a difficult problem.

It also met the demand for dispersed secure storage in secondary schools. A half-inch like carrying a video is not popular with teachers.

Heads made it clear that while they liked the idea of secure stores, one serving several teaching blocks was just not on. Extending the alarmed base to create more security was financially out of the question but the vault was so robust it could be used anywhere in a school. Heads were invited to choose their own locations.

So far the signs are that the package is working. Break-ins this year are 15 to 20 per cent down on 1982 - the first time there has been a fall and the only type of crime in Gateshead down on last year's figures.

Sometimes the results are dramatic. In one primary school break-ins dropped from one a week to one a year. At another school the caretaker roused by the alarm bells found the school already surrounded by police. It is the sort

of response that discourages villains and vandals. With an eye to the future the basic alarm system is designed for easy extension and research is going on to find some system of visibly marking equipment as council property.

Even with the vaults secure storage cannot be provided for all the equipment in a school. But if it were all boldly branded then it becomes another problem for a thief to overcome. Make it difficult and thieves will move to greener pastures. They do not want a challenge. They are after easy pickings.

The snag with branding is that it must be easy to apply but difficult or impossible to remove or deface, and it must be cost effective. So far it looks like it ought to be possible for around 10p an item. On a £300 video it makes sense.

As schools move into the micro age their attraction to villains after easy loot will increase. With them will come the vandal. It is impossible to keep them out. No school will ever be able to claim it is burglar or vandal-proof, but developing a simple, cost-effective deterrent which slows them down is worth the effort.

Alastair Buchan is an assistant education officer in Gateshead.

## ...but not despondent

Sara Parker looks at a project which makes pupils responsible for their own environment



What is happening at Blaydon, just across the River Tyne from Newcastle, is a far cry from the sort of anonymous development in other inner city areas, marked by slogans scrawled on walls, wrecked bus shelters and vandalized public buildings.

The idea that children are more likely to respect and improve their environment if they help to create it also occurred to Harry Ridley, the school's head of art. Over the past two years he has been developing environmental work from the first to the sixth-form. His most ambitious project so far - to develop waste areas in the school - involves a group of fourth-formers, whom he describes as "the non-examination kids, the potential vandals".

A group of 10 pupils started by identifying three areas which they felt needed improvement. Blaydon comprehensive is a motley collection of stone, red brick and modern buildings, and portacabins in a potentially attractive, but down-trodden, environment. Two areas were chosen for development. One is the site for the sculpture which pupils will construct next term. It is on a major route between two blocks which during the winter is muddy and difficult to cross. The other is a square which for some time has been considered for much-needed seating.

It was this second area which the fourth formers decided to tackle and their first step was to find out how the other 1,000 of 50 pupils thought the area should be developed. They circulated a

questionnaire and received an overwhelming request for seating.

Their next task was to look at the way the area was already used, taking photographs, doing sketches and noting the routes which the pupils took when crossing the square. It was work which went beyond the ordinary art lesson and Harry Ridley remembers: "At all stages, experts were called in when the kids reached a point where they found they were stuck."

The Newcastle Architecture Workshop is a community-based organization funded by the Royal Institute of British Architects to educate people about their environment and help them work towards improving it.

Joan Kean, a town planner, qualified teacher and project manager of the Workshop, worked side by side with Harry Ridley right from the start of his environmental work in school. She explains: "It takes a great act of faith on the part of a teacher to move into an area in which he is no longer the expert. Harry would come to see me with ideas and I would look at them from a planning point of view. He would know the constraints within the school - such as the untimeliness of children."

Even in the early days, there was also close contact with Gateshead planning department, while first year architecture students from Newcastle University were called in to draw up the initial plans.

In the end, these plans were rejected by the pupils, and Harry Ridley recalls: "Our kids just looked at them and decided they would try their own designs. From kids who had said they were no good at art, they had developed the confidence to criticize the models - even though they were those of university students - and to try and work on something of their own."

Four models were developed by the youngsters, who split into design teams of two or three. These models were then put to the whole of the school for a vote, and out of the two favourites, the final choice was made on cost considerations.

As it was, the winning design would have cost £3,000 to build if it hadn't been for the help of local firms and Gateshead council which provided free materials and labour.

Work began on the seating at the beginning of this term with the fourth-year group putting in around a 10-hour week alongside the council workers.

"It's the best thing I've ever done at school," one boy remarked. "If you put all that effort into something, it's a shame to ruin it."

In many ways, the project is the next step on from the Schools Council's Art and the Built Environment project. For the past two years, Harry Ridley and Joan Kean have been running ABE courses at the school, giving pupils a chance to look at their environment and consider how they might improve it. They were one of the 50 groups set up throughout the country to assess the ABE scheme.

Following the summer school which wound up the official scheme last year, Harry Ridley came away thinking: "This can't be the end... I realized that although a lot of kids had been asked to appraise their environment, they were doing nothing in particular about it."

As part of a five-day ABE study in a nearby market town, sixth-formers designed a sculpture. Normally such a piece of work would have gone no further than the drawing board, but for the interest of professional sculptor, Richard Harris, who was working on an environmental sculpture on the banks of the Tyne.

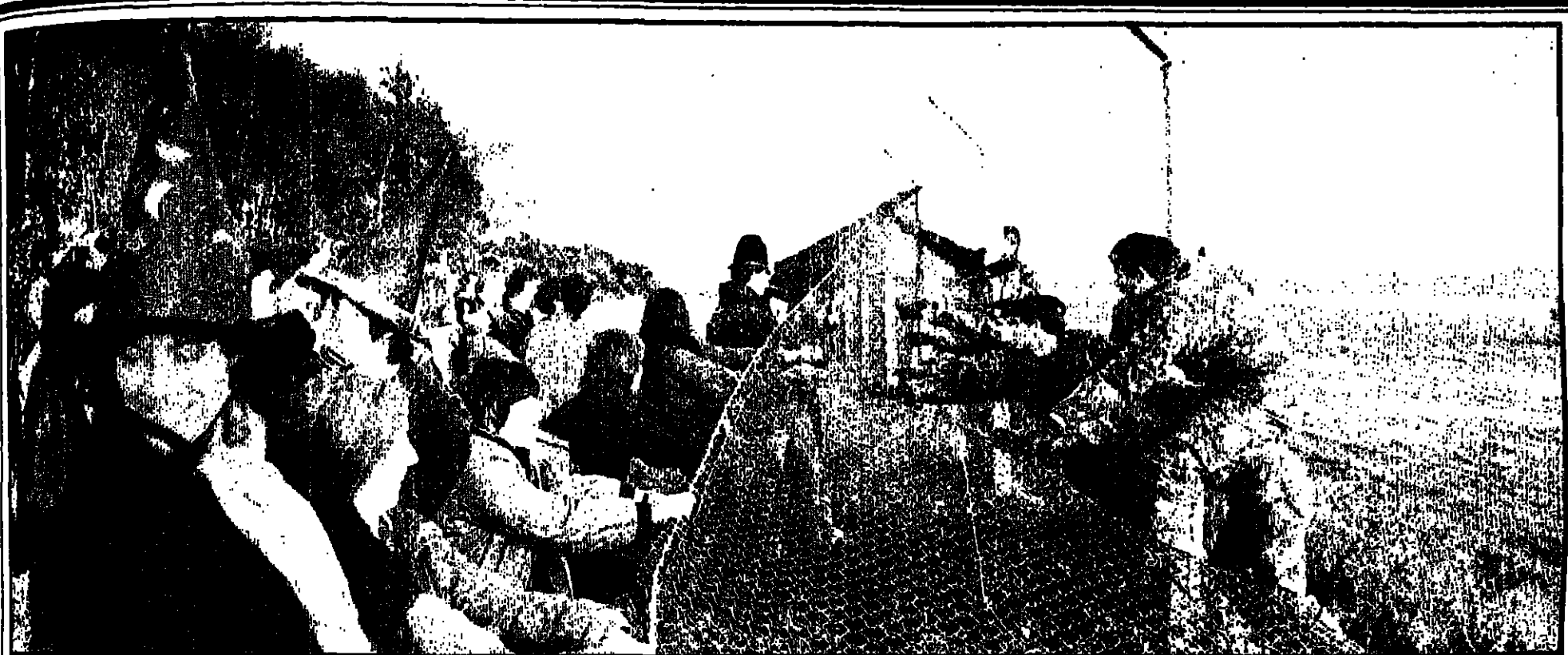
Backed by Gateshead under the "artist in residence" scheme, he came into the school to work alongside six lower sixth-formers to develop a sculpture for the other site, identified by the fourth-formers as in need of improvement.

It was a lengthy, and sometimes difficult task, fraught with the problems of sacrificing individual ideas for something which was acceptable to the group, and ultimately, the school. Again, the needs of the rest of the pupils and staff were considered and the use of the site studied and taken into account.

Interest was generated throughout the school and wherever possible other classes were brought in to help on the project. A third-year technical studies group made a mock-up for the sculpture and are now making the moulds for the final piece of work.

The sculpture, costing around £5,000 to build, has, like the fourth-form project, been sponsored by the council and local firms. For many schools, it would have been too daunting a scheme to even consider but at Blaydon, the ABE scheme has developed a readiness to accept outside expertise and advice.

Ellean Adams, co-director of the ABE Schools Council project, commented: "Blaydon shows that teachers can use the opportunities given to them and develop a project which is not just another environmental scheme where kids are dragged in at the last moment as slave labour - but something where they are responsible for the research, design and work, right from the start."



## For peace's sake

Mary Millington tells Susan Thomas why she gave up teaching to protest against the introduction of cruise missiles



Eighteen months ago Mary Millington, a Quaker, gave up teaching, security and home comforts to live at the Women's Peace Camp on Greenham Common.

Since then she has been arrested, sent to Holloway gaol and verbally abused by the citizens of Newbury. Still she is serene, hopeful and resolute.

All sorts of factors, personal, political and religious, contributed to her decision to join the camp but, as often happens, it was a chance remark which prompted her final, drastic decision.

Depressed by the unremitting arms build-up, the difficulty of trying to create a teaching career in an atmosphere of cuts, and her daughter's recent decision to live with her divorced father, she attended the 1982 Peace Rally in London.

"That, too, seemed depressing. The previous year I had been on my first peace march and had felt inspired by the vast crowds. 1982 seemed to be only a rehash, with nothing new to say."

"Apart from Arthur Scargill - bless his little heart - he said, or anyway I thought he said, that we should take direct action. It seemed the right thing for me to do."

That summer she sorted out her affairs, signed up the dog and moved to the Main Gate of Greenham Common Tactical Missiles Base. With occasional spells out to talk about the camp, to demonstrate abroad or recoup her forces, she has been there ever since.

It is not a lovely place. Bitterly cold, miles from anywhere and dominated by the chain-link and barbed wire fence. There is no grass, just concrete and bare earth. The women, one or two with young children, live in small beehive-like shelters which they have made by winding plastic sheeting over a framework of sticks or branches.

At Mary's invitation I joined the group by the time we sat on damp, dilapidated furniture in the shelter and listened to a quartet of kettles. A small tabby cat groomed itself at our feet and a very well-mannered baby laughed and played with a very old golden retriever puppy. An extraordinary mixture of poverty and idyll.

Mary is 35. Tall, thin, with wispy blonde hair and skin so pale that her face looks mottled and puffed in the cold wind. She seems a very private person.

She trained as an infant/junior teacher, taught for two years in a Nottinghamshire pit village, married and left to have a baby.

When the divorce and the struggle to bring

that they certainly knew more about them than I did!"

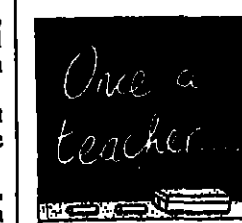
During this time, her husband had remarried and after four months of agonizing appraisals it was decided that her daughter should join him, leaving Mary alone. Her belief in teaching undermined, her role as breadwinner diminished and her commitment to peace growing stronger by the day, Mary was ready for Arthur Scargill's message.

"But it was terribly difficult at first - just before I came and the first two weeks here. I had changed my life drastically. In any case it's always hard being a new woman at the camp. Simply surviving is such a struggle that no one has much energy to spare for others."

It was her Quaker and CND friends who helped her through that time, she says. "That's one of the most encouraging things... the groups, peace people, trade unionists, who come and put up their banners by the fire and make speeches. And ordinary people... people who say they've voted Tory all their lives but have started to think about crime and know it's wrong. That takes a lot of courage."

She dismisses her own courage. "I am afraid when I think that I shall be stopped before I achieve what I set out to do. Like most of the women I've learnt the technique of switching off when I'm arrested or manhandled. And I have never suffered brutality at the hands of the British police."

"The Italian police are very violent. When I



'I'd never go back after all this and they'd never have me...'

took part in a demonstration in Sicily two women, one Sicilian and one from Greenham, had their arms broken. Another woman and I were dragged along by our hair. When we got to the police station we made two balls of the hair that had fallen out and gave them to the policeman in front of his colleagues. He looked a bit ashamed."

Even gaol, with the support of the group, is not so bad, she says. "No, the worst part of the experience was not the arrests but the period last January and February when we were subject to constant police harassment. They were in among us day and night, making sure we didn't put up tents or light fires, cautioning and hassling all the time. For instance two children were asleep under an umbrella draped with polythene. A policeman kicked the shelter away and said 'horribly frightening things to them'."

"That came as a great shock to me. I was brought up in a middle-class way to think that policemen are wonderful, but once you step over the line you are treated quite differently."

That early part of the year, the physical and

psychological low ebb, was almost the end of the camp. "We survived because we are very stubborn women," she says, suddenly wreathed in smiles, "and because people rallied to us, with truckloads of firewood, expensive survival bags and vanloads of mail from all over the world. Greenham is better known and better reported abroad."

After that period, she says, the Government decided to ignore them. But a smear campaign continued in some sections of the press. Labelled "communist lesbians" the women were variously described as living in filth, neglecting their children, carrying endemic diseases and being pawns of the Kremlin.

It was very damaging and only recently has there been a change of attitude and a renewal of interest from the liberal press.

So what did Mary feel she had achieved through her period of privation? "By herself no one woman achieves anything. But the camp has really made the cruise issue public. It has scared the pants off Thatcher and Heseltine. They'll stop at nothing to whip up hatred for us. They just want us to go away - but we won't."

"We're getting the message through that a heck of a lot of people don't want cruise. It's not a political issue but part of getting rid of nuclear weapons everywhere in the world. For most of us it's a repudiation of militarism in general."

"The future of the planet lies with women because we can start afresh in a different way, without hierarchies, leaders or rigid rules. Because of militarism, capitalist greed for wealth and communist greed for inhuman efficiency, the vested interest that both sides have in creating a fear of the other and the presumption that as human beings we have the right to plunder the planet, we have reached a state where we have to start afresh."

"We have all grown up in a male dominated society where women are only allowed in on male terms. Men must be made aware that we have the right to think again - that we have the right not to fit in."

How does she feel now about teaching? I asked. "I'd never go back and after all this, and they'd never have me."

"Being at Greenham has radicalized me. I'm not sure now that children should be all one age group shut up all day with one teacher. I think they should do much more problem-solving and think for themselves."

"Competitive games don't help either. From an early age children are taught to think in terms of one side or another. There are non-competitive new games of course, but you try telling that to the average secondary PE teacher. And the exam system too reduces cooperation. Most important of all, teachers should listen to children more. That's part of peace as well."

I left her, grave, strained, "probably" anxious about the way I would report the interview. As I passed out of earshot she said to one of her friends "I'm scared stiff about tomorrow."

The next day hundreds of women cut down more than a mile of fence at Greenham Common and 154 were arrested. Two women suffered broken wrists. Mary was not arrested that day.



# The trials of Little Red Riding Hood

Nicholas Tucker looks at the ideological case against fairy tales



Fairy Tales and the Art of Subversion. By Jack Zipes. Heinemann Educational £14.50. 0435 829831. 66.50. 82982.3. The Trials and Tribulations of Little Red Riding Hood. By Jack Zipes. Heinemann Educational £14.50. 0435 829874. 66.50. 82988.2.

Traditional fairy tales must by now have profited more publishers than any other form of children's literature, and as such are a major success story in themselves. It was not ever so; nineteenth century critics grumbled that they set a bad example, while others feared they helped sustain superstition - not always unreasonably, given that witchcraft accusations continued in some remote rural societies until very recently. But once Dickens and other big guns came to their defence, fairy tales had it all their own way, illustrated by the best children's artists, appearing in advertisements, games, films and television, and in 1981 publicly compared to a Royal Wedding by the Archbishop of Canterbury.

There is a case to be made against certain fairy tales, however, and if anyone is ever going to make it stick it will probably be Jack Zipes, an energetic American academic and author of three

books on the subject: *Breaking the magic spell* (1979) plus the two under review here. Unfortunately, the force of his general argument is not matched by the clarity of his writing, which is marred by dubious global generalizations plus lengthy quotations from left-wing theorists, a few of which are repeated word for word in both these books without becoming any easier to digest the second time round. But for those who persevere the major work here, *Fairy Tales and the Art of Subversion*, is still the most challenging study to appear on the subject for a considerable time.

Looking at Grimm's tales, Zipes argues that far from being collected from peasant story-tellers, the famous brothers looked mostly to the petit bourgeois or the educated middle classes, who had already injected their own form of respectability into these traditional stories. In addition, the Grimms also did their utmost, when transcribing the tales, to play up descriptions of good manners and feminine docility while easing out more vigorous forms of behaviour. The result was a collection rich in descriptions of assertive courageous princes, virtuous self-sacrificing mothers, timid maidens and industrious children, all united in their respect for the existing social hierarchy. Later on, some twentieth century German writers re-wrote these tales along different lines, but all such efforts were banned by the

Nazis, who left the tales to speak for themselves, although adding their own explication of their intentions in order to bring out sound, fascist morals for the children to whom they were addressed.

For Zipes, the whole "bourgeoisification" of fairy tales, from Perrault through to Grimm and ending with Hans Andersen, is a betrayal of their original, less socially submissive spirit. As an example of this, he takes readers through no less than 31 different renderings of a particular favourite fairy story in *The trials and tribulations of Little Red Riding Hood*. In a reconstruction of the earliest known oral version, which does not appear here, Red Riding Hood was a resourceful peasant girl who finally tricks the wolf; after she has got into bed with him, by insisting that before anything else she simply must first relieve herself outside. Slipping away, she just escapes; in Perrault's subsequent literary version, however, she becomes both more modest and more accident-prone. It is only by the twentieth century, represented here by James Thurber, Angela Carter and Tom Ungerer, among others, that our heroine starts to assert herself again, often to the marked disadvantage of the wolf. I remember a post-war cartoon film, for example, where Red-hot Riding Hood, now an ageing night club hostess, finishes in full pursuit of a wolf more

than anxious to make an excuse and leave.

But what is the answer for parents or teachers keen to preserve the ever-fascinating detail of more traditional fairy tales for children, but disliking their frequently reactionary social message? Zipes himself urges the case for what he calls "reutilized" tales where writers alter the emphasis while keeping close to the original plot. But the examples he quotes from are largely uninspiring, more likely to appeal to fearfully responsible adults than to children still enchanted by hoary old seducers such as massive reward, beautiful princesses and the whole idea of living happily every after. A better solution, perhaps, is to mix traditional tales with more inventive fantasy writing which uses fairy story machinery while also striking out on its own in other directions. Successful examples of this range from Oscar Wilde to Walter de la Mare and Catherine Storr; there are also various video games now where children can play through fairy tale plots altering the variables as they go along. In these conditions, the young can be extremely flexible, just as they are when asked to write their own up-dated versions of fairy tales as a classroom exercise. In this way, knowledge of the originals does not necessarily lead to the brain-washing effect Zipes anticipates, particularly when children always have alternative, contrasting examples to draw on as well.

## Friends and biographers

Michael Slater reviews studies of two key figures in the Victorian literary landscape

John Forster. A Literary Life. By James A Davies. Leicester University Press £25.00. 07185 1164.6. Mr. George Eliot. A Biography of George Henry Lewes. By David Williams. Hodder and Stoughton £12.95. 0 340 25717.2.

Both John Forster, Dickens's great friend and biographer, and George Henry Lewes, consort of George Eliot for over 25 years, were centrally important figures in their own right on the Victorian literary scene and good biographies of both men have long been needed by students of the period - good reason, therefore, to take up eagerly the two volumes under review.

They offer a striking contrast in technique. Dr Davies's book boasts all the expected appurtenances of modern literary scholarship: precise references are given for the source of all quotations, the work of other scholars is scrupulously acknowledged whenever drawn upon, there is a full bibliography and quite a good index (though some of the longer entries, eg, "Dickens" or "Lytton" should have been analysed for them to have been of any real use). It is clearly addressed to a scholarly audience who will not need to be told on page 193 the occasion of Carlyle's "inaugural lecture to Edinburgh University" nor on page 246 who wrote the "Epilogue to Asolan-do". The style is plain and straightforward with, however, occasional flights into somewhat bizarre metaphors as when we find Burns's destitute sister called "a refugee from literary history" or read of Forster's "friendly enthusiasm bypassing his socio-literary antennae". Mr Williams's book, on the other hand, is evidently aimed at a non-specialist audience who will require to be told what *Cranford* is about or who T H Huxley and George Meredith were. There is no bibliography,

sources are seldom given for quotations and the index is wretchedly inadequate. F R Leavis, characterized as a "choosy picker of winners", is the only scholar or critic referred to throughout the book and the style is relentlessly bouncy and breezy - we hear about George Sand's "hip roaring sexuality", for example, or about H G Wells's blueprint for getting mankind "safe aboard a swift inter-city train bound for the New Jerusalem".

A further contrast lies in the apparent attitudes of the two authors towards their subjects. Dr Davies's book seems not to have been written out of any strong attraction towards, or curiosity about, Forster as a person nor out of any desire to offer some new interpretation of the man and his place in literary history. Forster is presented very much as he has always been seen by scholars, as "Literature's friend", a man who devoted himself with outstanding energy to upholding the cause of "the dignity of literature" and to furthering the interests of individual writers and the literary profession in general.

Dr Davies has a great deal new in detail to tell us about Forster's literary activities - the extent to which he was responsible, for example, for the form in which "The Charge of the Light Brigade" was published - but, apart from the not very well supported assertion that Forster, influenced by Carlyle, eventually lost faith in the value of imaginative literature, not much new to offer in the way of overall assessment. Mr Williams, however, is crusading for greater recognition of the quality of Lewes's literary output (there is a good chapter on his *Life of Goethe*) and of his part in making vocal the genius of George Eliot. He wants to make us feel Lewes's fascination (the ugly little man could completely charm anyone he wished, it seems) but is also concerned to dispel some of the reverential mist that surround the figure of George Eliot. We hear much of her "beady little eyes" and alleged liking for money ("most anxious to heap together as much of it as she could"). She also, Mr Williams roundly asserts, liked a lot of something else: "Sexually Lewes discovered... that this heavy jowled, serious minded woman was a far more eager, far more deeply satisfying partner than ever Agnes [his wife] had been." Quite how Mr Williams comes to know so much about this side of Lewes's union with George Eliot is not divulged.

## Speaking prophetically

*Maydays*. By David Edgar. RSC Barbican Theatre. *Pack Of Lies*. By Hugh Whitmore. Lyric Theatre. *Lovers Dancing*. By Charles Dyer. Albany Theatre. *Buried Treasure*. By Olwen Wymark. Theatre Royal, Bath. *The Relapse; Or Virtue In Danger*. By Sir John Vanbrugh. Lyric, Hammersmith. *Hay Fever*. By Noel Coward. Queens Theatre.

Two cheers for the London stage: new plays outnumber revivals by four to two. Disillusionment is the theme. David Edgar's sprawling *Maydays* means it on a world-scale tracing the disillusionment of the political Left through 36 years of recent history. Communism's New Jerusalem, confidently predicted on the hustings in the heady days of 1945, is revealed as a vision betrayed by power-politics against which today's Greenham Common women pit themselves vainly. It is a sorry story, overlong in telling (three and a half hours), but never less than interesting. More, it is theatre that matters: Edgar, in the best tradition of poets and dramatists, speaks prophetically.

The contrasting careers of Communist Party members in England and Russia faced with the cynical overthrow of Marxist libertarians in Hungary 1956, the eclipse of the Prague Spring 1968, martial law in Poland 1981, blend to make a parable warning against state authoritarianism and the loss of individual freedom. Jeremy Crowther (ex-army officer/university doo) and Martin Glass (party activist/journalist) move slowly from Left to Right, from one authority to another, always dissenting from the majority. Student riots, squats, women's rights, gay liberation all add to their sense of social disorder leading to the equation liberalism=prostitution= nihilism.

Too little freedom? No, too much.

While they suffer crises of conscience, Russian Pavel Lermontov suffers imprisonment for his dissent. Finally expelled from Russia, he is fated by Crowther's Committee in Defence of Liberty for use as a propagandist tool against Moscow. Given a speech, he repudiates it - turning the rhetoric of authoritarianism against itself. This provides one of the best moments in Ron Daniels' smooth (and mammoth) production. Antony Sher gives Glass a fine non-conformist edginess; John Shrapnel skilfully delineates Crowther's decline; Bob Peck makes Lermontov a hero for our time.

*Pack Of Lies*, by Hugh Whitmore also deals with authority and individual freedom. Like *Maydays* it has a historical fact: the difference is that all its characters are real: it is a true story. The "Portland Spy Case" (1960-61) was solved by using a neighbour's house to spy on the Krogers. That the Krogers were their neighbours' best friends, valuing and loving them in return, turned "doing one's duty" into betrayal. Personal scruples counted for nothing when state security was invoked. Neighbour Barbara suffered most. Her shameful powerlessness to resist authority, disillusionment at broken ideals of friendship, led to her early death. That is Whitmore's interpretation of the events: a small domestic tragedy destroying a suburban family.

If that is pertinent enough, the acting makes it something universal. Judi Dench, Michael Williams, Eva Griffith create a family of such ordinariness that the idea of acting is forgotten. Barbara Leigh Hunt brilliantly realizes Helen Kroger's warmth, need, compulsive lying; the slow death of Barbara's spirit is minutely particularized by Judi Dench's superbly truthful artistry. Clifford Williams' direction, Ralph Koltme's design, Robert Orm's lighting and the entire cast make this a first-rate piece of theatre.

*Lovers Dancing*, Charles Dyer's

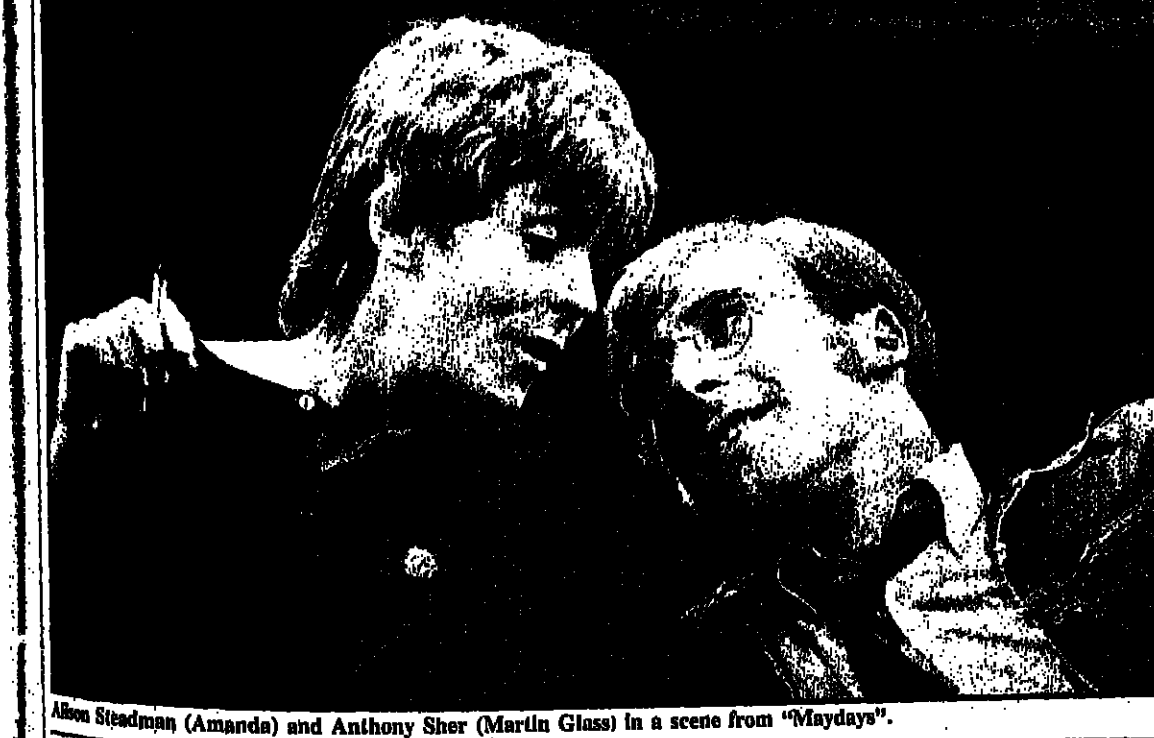
new comedy, is impeccably acted, beautifully designed and lit, cleverly directed. The undoubted skills of Paul Eddington, Colin Blakely, Georgina Hale, Jane Carr keep our interest and make us laugh. What they cannot do is make us believe in these impossible couples and their extraordinary talk about disillusionment in marriage, lost youth, feminine wiles.

Olwen Wymark's *Buried Treasure* is utterly unbelievable despite attractive performances by Prunella Scales and David Yip. Playwrights who get round soliloquies by having them addressed to the assembled house plants, who have characters introducing themselves complete with pocket-histories, deserve to fail.

Vanbrugh and Coward don't. William Gaskill's production of *The Relapse* seems designed to demonstrate Simon Callow's splendid wit with Foppington, whose idiosyncratic diction and studied assurance dubs him a bought-baron arriviste par excellence. Nobody else is given room to impress. The women lack vocal and dramatic skills - particularly Marsha Milar who made nonsense of Hoyden (the black daughter of her quintessentially English father). The preposterous plots fall and whenever Foppington exits the play sinks under a weight of wordy boredom for which Gaskill must take the blame. Excecuting Mark Payton, who acts Simon Bliss with a nice period sense, the faults of Kim Grant's production of *Hay Fever* spring largely from miscasting. Carl Toms setting belies the Blisses' bohemianism though his costumes are delightful. Fans of Penelope Keith will enjoy her being Penelope Keith; fans of Coward will miss authenticity. A fine flurry for "Love's Whirlwind" to end Act 2 showed what might have been.

John James

The script of *Maydays*, by David Edgar, is published by Methuen at £1.95.



Alison Steadman (Amanda) and Anthony Sher (Martin Glass) in a scene from "Maydays".

## Prompt copies

The British Theatre Association welcomes callers at its headquarters at 9 Fitzroy Square, London. It is only surprising that it gets so few, for the BTA building is in the heart of Fitzrovia, the tacky, slightly down-at-heel area which has always been the spiritual centre of literary London, also houses the British Theatre Play Library.

To be more precise, the handsome range in Fitzroy Square is the library's collection of 54,000 books, the most comprehensive library of English drama in the world, fills room after room; modern Methuen Playtexts are added; up with the manuscripts of works of Alan Ayckbourn are shelved; those of John Galsworthy, eighteenth-century predecessors Isaac Bicknell, Henry James and some of the British Theatre Association's prize possessions, the cuttings-book of the Victorian critic William Archer (together

with some 1,500 volumes from his personal library), a handwritten note from Henrik Ibsen and the stage manager's prompt copy from a mid nineteenth-century production of *Hamlet*.

All these are available to the general public. Librarian Enid Foster appreciates an advance phone call and a couple of hours' warning, but is as at home helping a teacher choose something different for a school production or finding material for pupils working on CSE projects as she is with the more abstruse enquiries of postgraduate students and professional theatre people.

Membership of the Association (currently £12.50 a year for individuals of schools, universities and other organizations) confers even more advantages. As well as its highly-regarded Information Service, the BTA also maintains a comprehensive collection of reading sets of plays (although for

## Milk, wine, despair

*Sleeping Policeman*. By Howard Brenton and Tunde Ikoli. Foco Novo. Essex University Theatre, Colchester. *The Duchess of Malfi*. By John Webster. Oxford Playhouse Company. Theatre Royal, Bury St Edmunds.

*Sleeping Policemen* was arrived at by the two playwrights separately developing characters improvised during Foco Novo workshops. A pointillist technique is used to introduce the six characters. Flashes of monologue and slices of life - in isolation all but meaningless - coalesce in time and at a distance into a semi-naturalistic impression of life in Peckham.

The action centres on Dinah (Carrie Lee Baker), a young, newly elected Labour councillor living on milk, wine, self-importance and despair. Working long hours and getting nowhere, she is repeatedly brought up against the ineffectiveness, even ludicrousness, of her position, both personal and political. Dinah is wryly sent up by Paul (Craig Crossbie), an advertising man of the breed "trendy" used to apply to, adrift from Sloaneville, captioned by his microwave and compact disc, pushed by a burglary into overt racism and assault, is positively hounded by his own lines. (This is what happened to melodrama: hiss here.)

The working-class characters are treated more kindly. A friendship develops between the Irish woman and the West Indian bus driver. Elizabeth (Ella Wilder) attacks her "city rot", having learned how from the "nigger within" discarded by Bert Blaggs (Alfred Fagon), a "wordsmith" and the kind of uncoordinated, muttering, borderline tramp we cross the street to avoid. "A book is a bomb," he tells her. Whereas Paul's cry of pain is "My

things! Me!", Elizabeth's is "Look at the way they want us to live!" Something about camels and needles' eyes comes to mind.

Clarity is the outstanding quality of Jane Howell's *Duchess of Malfi*. Relationships and situations can be easily, even instantly, read by an audience without any false simplification. An example from the very beginning: when Antonio (David Beames) is asked about the French court, he answers, "I admire it" and then goes on to say why, but Beames is able to show in those three words that admiration (inspired by the French king's pragmatic uprightness) is not the only thing he feels about it; that his attitude to court life in general is ambivalent, and how far he trusts his friend Delio. A similar history is carried by the opening exchange between Bosola ("I do hunt you still") and the Cardinal ("so"), 20-odd lines later. It's this care for detail from a notably strong cast that makes the production as a whole so stimulating and rewarding.

The oddness of the play is reflected in Stephanie Howard's false perspective set with upstage figures looming unnaturally large. With five central characters, the *Duchess* is a difficult balancing act and Jane Howell sets Bosola, rightly it seems to me, at its centre, acknowledging his kinship with Hamlet, Vendice, Hieronimo, et al and adopting the tangled motivational logic of the revenge play's useful schema.

Jim Burrows

*Sleeping Policemen* visits the Royal Court Theatre Upstairs, November 7 to 26. Albany Empire November 29 to December 1 and Croydon Warehouse, December 2 to 3. *The Duchess of Malfi* is at Taunton until November 12.

Create your own Wild Thing! The call comes from The Bodley Head, publishers of Sendak's *Where the Wild Things Are* and George Rowney who are together sponsoring a competition to find the best painting, collage or model of a Wild Thing. Entry forms may be obtained from The Bodley Head, 9 Bow Street, Covent Garden.

London WC2E 7AL and the closing date for entries is December 1. The judges will be Maurice Sendak, K E Goatman of George Rowney, Judy Taylor of The Bodley Head and Oliver Knussen the composer, whose opera based on *Where the Wild Things Are* opens at the National Theatre on January 9.

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## ARTS

## To make life (temporarily) bearable

Sheila MacLeod reviews Granada's 'Heroin' trilogy

**Heroin.** Produced by Steve Morrison. Directed by Peter Carr. Granada Television, November 7, 8, 9.

People take drugs in order to make life more bearable - or less unbearable. As Thomas S Szasz has shown in *Cerebral Chemistry*, we have been doing so since the beginnings of humanity. Most of us today use some sort of drug regularly, whether alcohol, tobacco or everyday painkillers. We are self-conscious and sensitive beings, and drug use can enhance life, temporarily obliterating awareness of its nastiness, brutishness and brevity.

Drug misuse or abuse is another matter. Far from enhancing life, it tends to destroy it and in the process deepens our desperation. But the line between use and abuse is a thin one which we should be well-advised to recognize as such. The novelist Anna Kavan was a heroin-user for over 36 years and died at the age of 68. A far cry from the unemployed youth of Edinburgh who peopled Granada's three-part series.

It seems to me that there are two basic questions to be asked in connection with the ever-increasing use of heroin among all classes of young people. The first is concerned with prevention: what leads some people to misuse drugs? The second is concerned with cure: what, if anything, can or

should be done to save them from themselves and in the process safeguard the community? The Granada films touched only indirectly on the first question, but explored the second in some depth and detail.

The housing estates of Pilton and Muirhouse on the outskirts of Edinburgh form a rundown area where unemployment is high and poverty endemic. Granada's research indicated that there were 400 heroin users on these estates, an estimated 1 in 12 people between the ages of 16 and 34. There is a high incidence of theft and fraud committed by users. In Edinburgh itself the addresses of no fewer than 90 dealers are known to the police. Shocking as these figures may be, neither the medical nor psychiatric professions, nor indeed the police, seemed willing to assume any responsibility, let alone take any action. There is little reason to suppose that Edinburgh is unique among large cities in any of these respects.

In Pilton and Muirhouse responsibility and action have been left to the community itself. Heather Black (a Caledonian-stern-and-wild lay saint) and Morag MacLean (an ex-addict) run Support, Help and Advice on Drugs Addition (SHEADA) from a prefab known locally as The Villa. This is a self-help and mutual support group for users and their parents, particularly their mothers. They have no financial support from outside sources and do

all their own fund-raising. Here users are encouraged to be honest with themselves and others, which is the beginning of wisdom, one of the outstanding characteristics of addiction being an almost incredible self-deceit. They are also helped with their legal and financial problems.

There was Gary, who said heroin was like an electric blanket. There was 16-year-old Pam, who said, "I'm losing everything. I'm not who I used to be." There was Harry who had started using heroin after watching his father die, addicted to painkillers. There was the young woman who had injected herself in her neck, groin, breasts and head in the search for a usable vein, and who eventually had to have her hands amputated. "Notably," she said bewilderedly, "ever asked me why." There was Morag herself who, during the course of filming (and perhaps because of the concomitant stress?) became addicted again. And there was Morag's mother who had seen her daughter on the point of death through four withdrawals. Again and again came the declaration: "I've got to stop or I'm dead." Again and again they wouldn't, couldn't, at any rate didn't, stop.

Why not? There will always be some people who, for a variety of reasons, find life more difficult, demanding and destructive than others do. (You don't have to be poor and unemployed to fall into this category, but of course it helps.) In the absence of proper facilities

for help and treatment, to stop using heroin amounts to a voluntary renunciation of euphoria, or, more prosaically, of the very thing which makes life livable.

Heroin is also big business, and unscrupulous people are getting rich on our children's vulnerability. Even at the rate of £50-£100 per day, heroin is cheaper than it was 20 years ago - and much more freely available. Most of it is poor stuff, cut with aspirin, talc, Ajax, Sanilav or similar. Heavy users learn to maintain their habit by dealing or stealing or by prostitution. The absurd thing is (in my opinion rather than the film-makers') that the damaging effects on personal health and the surrounding community could be alleviated, if heroin use were decriminalized.

Not a likely circumstance in the present climate. Meanwhile users and their parents can't hang about waiting for that (or any other major social change which would make life more bearable) to happen. Devoid as they were of editorial comment, the Granada films intentionally offered no solutions, no sociological or psychological analysis. What they offered instead was something essentially exploratory and in the circumstances something much better: a compassionate understanding of heroin use at grassroots level. We were left free to draw our own conclusions and, if so moved, to act accordingly.

## Cues for music

"As an artist, the musician's contribution to improving the quality of life comes from his or her work as a performer, conductor, teacher or producer." (Incorporated Society of Musicians' booklet *Trends in Music Education*, 1983.) At their recent conference the ISM expressed concern for those pupils of average musical ability who after leaving school take no further interest in the wide range of amateur musical activities on offer to them. How can they be encouraged to regard music more positively? One way to bridge the gap might be to bring them into contact while still at school with professional musicians and composers so that the music they hear and perform in class becomes more relevant in the wider context of music in society: its performance live, or on radio or television, the role of the composer, etc. Two counties making progress towards this are Cambridgeshire and Berkshire.

In the Cambridge area (and also in London) guitarist Nigel Morgan has arranged a series of lectures and recitals in which twentieth-century electronic compositions (eg Stockhausen's *Spiral*, and David Bedford's *18 bricks left on 21 April* - the latter specially commissioned for the fifth-formers of Saffron Walden County High) are discussed and performed by invitation. These educational visits serve not only to illuminate the music of influential contemporary composers for pupils studying their works at O and A level (particularly helpful in view of the difficulty/expense of hiring scores and the rarity of concert performances); they also provide stimulating discussion for all pupils taking general arts courses in the sixth form. Mr Morgan plans to include folk and non-western music in a further series of lectures/recitals next year. Further details from the Arts Council's Central Registry for Music Education.

Robert Lennon, coordinator for twentieth-century music studies in Berkshire, aims to cast the net even wider. He sees the electronic music studio not as a specialist activity for the chosen few but as a link between the creative work done in the classroom and the work of established composers such as Ligeti and Lutoslawski. The twentieth-century music ensemble (which though at present extra-curricular is an essential element of the county's music education policy) operates on two levels: performance and composition. Performers (currently about 30, drawn admittedly from the county's better musicians) are given plus age group) have recently tackled Ligeti's *Chamber Concerto* and Stravinsky's *Soldier's Tale* with members of the London Sinfonietta; the composition group learns the concepts and techniques of electronic music through creating and assessing its own collage pieces and comparing them with those of established composers working in the same idiom. Future projects include a study of the work of Pierre Boulez where pupils will have an opportunity to meet the composer and discuss his compositional techniques. It is not only the gulf between music in school and the community which is narrowed by such experiments. Micro-computers (in constant use in the Berkshire project) will be seen to be of value not merely as office equipment but as musical instruments in their own right, where no one feels obliged to justify their use by making them sound like a harpsichord or other conventional instrument.

Philippa Davidson

Next week

Robert Fox on the popular vogue for medieval history and the simultaneous decline in its academic study; Robin Buss on television and radio programmes; primary books

## War and peace

This year we made two Senior Information Book Awards, for Defence, by Charles Freeman, published by Batsford at £6.50 and for Just Imagine: Ideas in Painting, by Robert Cumming, published by Kestrel at £5.95. David Self reports

Whatever else may be the merits of the joint prize-winners of the senior section, these two books certainly inspired the panel of judges.

At an early meeting we found the selection of a short list a painless and comparatively speedy task, notable mainly for our unanimous expressions of odium or approval. At the final session, and despite the excellent qualities of many of the runners-up, it soon became apparent that this was ultimately a two-horse race with a photo finish. A lengthy disputation followed in which we sang the very different praises of each book and finally shrank from consigning either to second place.

*Defence*, by Charles Freeman, is like one of those editions of *Panorama* that you feel has been voted for balance at every level of the BBC from director-general upwards. Even so, you know it will be attacked for being too dove-like and too hawkish; for failing to emphasize the moral and economic lunacy of the nuclear deterrent and also for not stressing the need to invest in Cruise missiles.

Mr Freeman begins by sketching the depressing history of war in the twentieth century, explores the morality of the so-called "just" war and the problems of assessing a threat to national security. In particular, he examines possible Soviet aggression and concludes that there is little immediate danger of Russia adopting an expansionist policy but every risk of the super-powers being drawn into an escalating local crisis. In later chapters he concentrates on the British defence programme, presenting a masterly summary of both sides of the nuclear debate as it affects this country. Finally, he expresses his own opinion that, while unilateral disarmament is "a brave and positive attempt to end the risks of nuclear war", it is "difficult to see how unilateral disarmament would necessarily make Britain a safer place to live in".

Even though the author's prose is a model of clarity and even though he signposts each stage of his argument with great clarity, this is not easy reading and we hesitated long about awarding the prize to a book suited only to the older and most able reader. However all credit is due to the publisher and author for tackling the subject and covering it so well.

*Just Imagine*, by Robert Cumming, could hardly be more different. Basically a "let's look at painting" book, with the emphasis on content rather than technique, it encourages us to look at some 50 paintings ranging from those of Fra Angelico and Titian to Mondrian and Jackson Pollock, to seek out recurring images and symbols and to deduce their significance. The text is a mixture of questions and answers which provoke close observation and overcome many of the dangers that hinder appreciation of classical, modern and modern art.

The author's tone is a little like that of an enthusiastic and imaginative guide in an art gallery. You may find it all a bit too much, or you may be captivated and spend far longer looking at every picture than you intended. It is certainly very easy to forget over the illustrations which are all in full colour and reproduced to a very high standard. *Just Imagine* is a beautiful, sumptuous book with lots of fun. Quite often in his text, Mr Cumming sets up an admirable exercise in which the reader is invited to have it solved immediately by a question mark alongside the painting in question. Quizzes, apart, it is a significant contribution to art education.

In fact, the judges rather welcomed a conspiratorial tone of this kind, since too many of the books carry objectivity to the point of bland tedium. Most of us learn readily from another's

## INFORMATION BOOK AWARDS: JUDGES' REPORTS



## How to do it

Patrick Eavis on the senior runners-up

This year's top themes among the runners up were health, history, art and the countryside. There were several health books in the competition, and the best of these *You and Your Body* (by David Keable-Elliott, Hamish Hamilton £5.95) is a guide to health, and an aid to the understanding of bodily functions and changes. Written with lucid precision by a medical practitioner who understands the concerns of adolescents, it covered a much wider range than other books in the field, for example, family relationships, mental illness and those aspects of health service organization relevant to young people. The language is simple without being patronising and the diagrams are admirably clear. On sex it is refreshingly direct and free from the "counselling" cosiness that usually accompanies these discussions. It would be difficult to recommend a better information book on health for a child's reference.

On a more specific health issue *Addiction in the News* (by Vanora Leigh, Wayland £4.50) probably began as a collection of source material for health education courses, and very good it would be for that. But it stands on its own as an excellent book for teenagers. A broad range of addiction is covered; alcohol, drugs, smoking, as well as gambling, obesity and anorexia, with caffeine thrown in to worry us all. Mercifully it is free from a strong and heavy moral tone but it is provocative and very well researched with telling, if disturbing, statistics. Addition of all kinds is certainly in the news and this book must be a helpful contribution to any discussion of the problem.

*Meet Matisse* (by Nelly Munthe, Walker Books £5.95) lifts us to a different plane of imagination and creativity. And very refreshing it is. In his later life Matisse, unable to paint, worked with scissors and coloured paper to make magical images of natural things. The book encourages the child reader to do the same. The instructions are simple and clear and the book cleverly uses a study of Matisse's later work to extend the vision and stimulate the imagination to a deeper appreciation of colour and shape. Occasionally the book shows the dangers of ignoring Wittgenstein's famous advice on keeping silent about things you cannot express but the book aims to do something which is very difficult and on the whole succeeds.

Meeting the Romans in their environment as revealed by archaeological research is Mike Corbishley's aim in *The Romans* (Kingfisher £3.95) and a first-rate job he and his illustrators make of it, with abundant archaeological material and good use of Roman literary sources, art and mosaics. Altogether this book vindicates those who emphasize the importance of the imaginative use of evidence and sources in history teaching. The book is exciting, lively and accessible, with excellent, accurately researched illustrations that have at last got away from the creaky stiff pictures that still adorn most history and classics books.

From the same publishing house comes *Dailies of History* (by Guy Arnold, £5.95) which aims to present a chronological survey of "the whole range of human achievements and activities - from Stone Age to Space Age". Of course that's impossible and is bound to lead to superficial summaries and scarcely supportable generalizations. However, it is a very useful reference of important events and comparative developments across continents and cultures. We all found it immediately interesting, a book that you can easily dip into. But after reflection, we suspected that it would be more interesting to fairly knowledgeable adults wishing to impose some order on their muddled historical memories than to curious teenagers.

The judges did not put the runners up in any order but I found most interesting *The Field Guide. A Farmland Comparison* (by John Woodward and Peter Luff, Blandford £7.95). It is a guide to most things you would find in British farmland: crops, animals, birds, flowers (but no trees), fungi and machinery. The book is full of accurate information about farming from someone who really knows. Perhaps it is a little too far from the world of the farmer and a little too quiet on controversial ecological questions but with good colour pictures for identification of species, and interesting historical background on farming techniques, it is an excellent guide and just the right size for your anorak pocket.

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## Pageant

**River:** Poems by Ted Hughes. Photographs by Peter Keen. Faber in association with James & James. £10.00. 571 13088 7. £4.95. 13093 3.

This lavishly subsidized production, cheap by today's standards, contains many of Hughes's finest poems - some of which, pin-pointed realism with a vocabulary, eg "Wheel-ruts frost-fixed", that is not so much uttered as wrenched from the word-board; others tenderly mythologized, like "Creation of Fish" or "Japanese River Tales". The whole is a year's pageant in poems and pictures from winter through to winter celebrating the archetypal river. Many of the photographs (which are unrelated to the poems but often advantageously pair off with them) have their triumph too: pp. 77, 81, 113, 115, but not all their impressionist effects come off and is not page 95 better reversed, as on the jacket?

Hermann Peschmann

## Youthful image

**Pericles.** Theatre Royal, Stratford East.

David Ulitz's intention in his *Pericles* is to celebrate the youthful image of the fourteenth century poet John Gower, on whose work, *Confessio amantis*, Shakespeare based his play. We are told in a programme note that Gower's effigy on his tomb depicts him in the full vigour of youth and that's how Shakespeare's audience would best recognize him. Shakespeare has Gower narrate the play in jerky, doggerel Chaucerian verse. Ulitz seems to have seized on this jerkiness and attempted to make a virtue of it.

Martin Duncan, playing Gower has turned the narrations into clockwork parodies and the jerky music makes them even more impenetrable. They are only clarified by the dumb show episodes. The whole production seems to relish the cleverness of its own conventions. The sets are wheeled on in huge plywood boxes, all of which open to disclose their contents in ingeniously different ways. This is a conceit which would have delighted audiences at the Globe Theatre but one which left the Theatre Royal audience relatively unmoved. The sets and costumes for the various kingdoms, *Pericles* visits on his journey are colour-coded for easy reference - easy that is until characters from different kingdoms appear in the same scene. The effect of all this is curiously one-dimensional, more often irritating than pleasing to the eye and ear.

In the middle of it all Gerard Murphy turns in a creditably agonized *Pericles* but his performance seems strangely unlinked to the rest of the production. Ulitz's cast has coaxed a lot of comedy from the play particularly in Darlene Johnson's farcically murderous portrayal of the wicked Dionysa. There is also great fun to be had watching Brian Protheroe play all the various dignitaries and heads of state. He even manages to make the miserable Cleon, governor of famine-struck Tarsus, funny. However, it was at the point where he appeared as King Simonides wearing asparagus spears for decoration on his crown that the dreaded question had to be asked: are they taking any of this seriously? It looks very like the answer is no. *Pericles* has slightly more substance than this production gives it credit for.

NB



Diane-Louise Jordan as the pilot in 'Puzzles'

## Imaginary countries

**Puzzles and Frankie's Friend.** Theatre Centre, touring outside London.

Theatre Centre's two new plays for schools are simply very, very good. *Puzzles*, by David Holman, is for five to eight-year-olds and is about two imaginary countries. Green and Yellow, one rich and fertile, one barren through lack of water. When a pilot from Green lands in the desert of Yellow, the children witness a gradual change in attitude from confrontation to cooperation. Cleverly staged and sensitively performed, the play uses language minimally and the children are gradually involved in the roles of actors and eventually conciliators, bridging the gap between the two countries.

Adults should be shown *Frankie's Friend* to remind them of the toughness it sometimes takes to survive as a child. It too starts with an argument

about territory, the territory this time being a graffiti-strewn playground behind a block of flats where "Kov is King". The central character, Frankie, meets Maria, a newcomer who has recently fled from Brazil after the shooting of her father, Frankie and Maria get on well together, but Kov, hating foreigners, demands absolute loyalty to him.

There is neither violence nor bad language in *Frankie's Friend*, yet the intensity of the acting and Frankie's final brutal humiliation make it a shattering and provocative experience for its intended audience of 9 to 13-year-olds.

Most importantly, neither play is an end in itself, a self-contained "treat for the kids". They both raise important issues and leave them open for teachers to follow up in the classroom.

Nick Baker

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## Trends and oddities

machine itself, the authors did raise ethical matters, such as the probability that computers will divide rich and poor countries even more widely. We would have welcomed more questioning of this kind.

We were also disappointed to note that in *Television and Video* the Jones family are discovered in their future home with supermarket manager Dad checking stock on his closed-circuit television, his children studying in their own rooms at their screens, Grandad checking a dahlia catalogue on his video disc, while crippled Granny watches "the goings-on out in the street" through the local cctv. Meanwhile, coffee cup at her elbow, poor Mum is locked into "her favourite day-time programme", the 24-hour European news station. With everyone viewing away in their separate boxes, you wonder what there is in the street to watch or how the news station fills up its 24-hour slot; and there does seem at least ground for complaint from the Ageist and Sexist lobbies.

Indies are also in. There is a concern for health (*Beautiful Bodies*, *The Structure of Your Body and Body Maintenance*) and with more cosmetic interests in view, *Maggie Philbin's Good-Looking Book*. Sport, however, has had a lean year - there were no entries in the field at all. Perhaps publishers have decided that enthusiasts read books which are not specially written for a young readership.

Our general welcome to idiosyncrasy of style did not extend to one or two intriguing oddities. There was disconcerting news for mariners in *Lighthouse*, since the Eddystone Lighthouse crops up just south of Dover on the end-paper map. The *Collins Guide to Dinosaurs* should deserve well among the large number of young dinosaur watchers, but just what information are Collins privy to that they can describe the book as a Field Guide? *Three Day Evening* invited its readers to a voyeuristic ploy: tour of Bournemouth, down to photographs of full litter bins, boy-scouts (with half-full litter sacks), a clutch of snags of the royals and Leslie Vachell, the Duke's butler. We felt too that it was snatching at straws for the compilers of *The Timeable of Technology* to claim as a "fringe-benefit" in their chart for 1946 that "the bikini swimsuit is modelled four days after the bomb test on Bikini Atoll in the Pacific Ocean".

Lastly, two books to look out for. *Trace Your Family Tree* is an unassuming and very useful paperback for teachers doing projects based on families, such as ILEA's *Myself* booklet. Teachers of history and social studies ought to look at *China*. For *A Change*. The stance is partial to a degree, in that it is very pro-Mao and very anti-Chiang. Perhaps the authors - both teachers, and lively with it - cop out in that they finish the story pre-Tibet in 1949. Teachers may hate its comic-book style, its shouting black and red pages - I thought they'd make fascinating overheads for a class to talk about. You cannot ignore, however, what the authors are trying to do - to make complex modern history accessible to a wide range of abilities.

*Conservation*. By John Bentley and Bill Cherkton. Batsford Educational £4.95. 0 7134 4287.5. *What Can I Do Outdoors?* By Gillian Osband, illustrated by Bobbie Spargo. Hodder & Stoughton £3.50. 0 340 32996.3.

*Adventures with Woodwork*. By Richard Stewart. John Murray £2.95. 0 7195 3991.9. *The Young Naturalist*. By Andrew Mitchell, illustrated by Sue Jacquemier and Martin Bramwell. Usborne £1.85. 0 85020 653.3. *Freedom from Work*. By Barrie Sherman. Wayland £4.95. 0 85078 287.2.

*Computers in Everyday Life*. By Ian Litterick and Chris Smithers. Wayland £4.75. 0 85078 238.9. *Television and Video*. By Helen Minter. Kingfisher £3.95. 0 86272 067.2.

*Beautiful Bodies*. By Dan Freeman. Walker Books £4.95. 0 7445 0003.6.

*The Structure of Your Body*. By Dorothy Baldwin and Claire Lister. Wayland £3.95. 0 85078 305.4. *Body Maintenance*. By Brian R. Ward. Watts £3.99. 0 85166 978.6.

*Maggie Philbin's Good-Looking Book*. By Maggie Philbin. Piccolo £1.75. 0 330 26931.3. *Collins Guide to Dinosaurs*. By David Lambert. Collins £6.95. 0 90 195387.7.

*Three Day Evening*. By Genevieve Murphy. Andre Deutsch £4.95. 0 233 975381.

*The Timeable of Technology*. Edited by Patrick Harpur. Joseph £12.95. 0 7181 2171.6.

*Trace Your Family Tree*. By Margaret Crush £1.25. Granada. 0 583 30580.6.

*China*. For *A Change*. By P. Meighan and B. McWilliams. Harrap £2.95. 0 245 53987.5.

## Myths dispelled

The Junior Award was won by *Mum - I feel Funny!*, by Ann McPherson and Aidan Macfarlane, with drawings by Nicholas Garland, published by Chatto and Windus at £3.50. Gerald Haigh reports on it and the runners-up

As always, we were looking for something with a bit of soul, a hint of personality, a whiff of enthusiasm. Sheets of paper with facts on them are all very well and have their place, but a real live book, seething with entrapped energy, will go out and grab its readers, converting the sceptic and convincing the uncommitted.

Each of the six on our "short list" (strictly unofficial, for this Award, unlike others of which you may have heard, has no short list) has something a little special about it. Thus Rollo Browne's *Aboriginal Family* (A and C Black £2.95) looks at first like an ordinary project book, one of hundreds. A closer look, though, reveals that it presents a more than usually unromantic, realistic and well-presented account of life among today's black Australians.

Camilla Jessel's *Learner Bird* (Methuen £3.95) is in the same way a conventionally presented collection of texts and photographs which by doing its job with care succeeds in putting across a great deal of information, using as its didactic vehicle the unsentimentally told tale of a hand-reared fledgling thrush.

The voice of the text in Richard Mabey's *Oak and Company* (Kestrel £4.50) sings with a rather more roccoco vibrancy, in tune with its ecologically sexy subject matter. "The Oak's first two leaves unfolded on their matchstick-sized stem on an Easter Sunday at the very beginning of the eighteenth century." The message is that the tree is part of a great symbiotic system. The illustrations are beautiful and lush - so much so that you have to look hard at times to pick up points referred to in the text.

Lavishness also characterizes Camilla Jessel's *The Joy of Birth* (Methuen £5.95). Although well-furnished with the kind of photographs I have to view from behind the settee, the emphasis here is on the loving and emotional aspects of the arrival of life into the world - the whole epitomized perhaps by a large and beautiful photograph of a Sikh father holding his new baby. *Bird Watching* by Garoth Thomas (Piccolo £1.50) is, quite simply, the bird watcher's pocket



bible. In this book perhaps more than any of the others the enthusiasm of the author comes shining through - he strides towards you with outstretched hand like a vicar at a jumble sale. His book indeed is crammed with facts and projects and experiments, presented in a crowded format which has its own aesthetic like that of a cluttered junkshop. I learned more about birds in half an hour with this book than I ever could from just looking at the little blighters.

In the end, though, we chose as the winner, *Mum - I feel Funny!* by Ann McPherson and Aidan Macfarlane. This book sets out to explain a number of the common illnesses and other medical misfortunes which beset every family. It does this by means of cartoon strip stories professionally and very amusingly drawn by Nicholas Garland. It is my experience as a teacher that family illness is, in many households, as much

surrounded by myth and deliberate fudging as sex and childbirth. Consequently, children will leap to this book as a way to the truth. They will not be disappointed, for it tells with candour of diarrhoea ("I think Ben's got it now too. Poor! He stinks!"), threadworms ("Mum, I can't get to sleep - my bum itches like mad"), and head lice ("Is that one?" as well as other maladies such as chicken pox and flu).

The voice is unpatronizing, the subjects are well chosen, stereotyping is avoided and - as important point this - the book can stand on its own for the reader without the need of guidance or interpretation from teacher or parent.

It seems probable that everyone in the information book business would like to find an obvious and useful subject and proceed to do it simply, professionally and well. Here is a good example of how that aim can be achieved.

## Zoo of the new

Marion Glastonbury on junior trends

"Your clear eye is the one absolutely beautiful thing. I want to fill it with colour and ducks. The zoo of the new whose names you meditate..."

Sylvia Plath was not alone in believing that dawning perceptions deserve radiant images, and this year, the best visual samples of what the world has to offer generally come from photographs. "Can you read all the words?" asked the three-year-old to whom I presented *The Early Words Picture Book* by Bill Gillham (Methuen £2.95). The name of the single object depicted on each left-hand page is actively incorporated into descriptions of family fun on the right, as the rabbit is fed, the bicycle ridden and bubbles blown.

The combination of glowing photographs and simple captions proves equally attractive in Jane Miller's *Farm Counting Book* (Dent £3.95), and Mary Hoffman's lucid commentary on wildlife close-ups (*Elephant, Tiger, Panda, Monkey, Windward/Beithin*) gives excellent value at 99p apiece. (How much extra would it have cost to number the pages?) Adjudicators have previously complained that scant attention is paid to urban fauna which would be accessible to the average child. *Town Birds* by Alan Richards (A and C Black £3.50) encourages observation on rubbish tips and building sites, and explains why feral pigeons often look so seedy. (Is it unwarrantably pedantic, I wonder, to wino at the substitution of "less" for "fewer" in "Less trees and bushes grow in towns"?)

Two welcome additions to the Bees series -

*Sakina in India* by Tony Tigwell and *A Village in Egypt* by Olivia Bennett (A and C Black £2.95 each) illustrate slices of a 10-year-old's life in communities where, respectively, silver thread for sari borders is spun on a bicycle wheel, and water for crops is drawn from the Nile with an Archimedes screw.

Imported Chinese food, calligraphy and paper-cuts are celebrated in *A Day with Ling* by Ming Tsow (Hamish Hamilton £3.50), and the glimpse of a policeman gulping curry at the St Paul's Festival (in *Carnival* by Ian Menter, from the same publishers £3.50) will probably do more for the image of the Force than several solemn promotional texts in which officers look as grey as their filing cabinets.

"Ask someone over 60 if they remember the rag-and-bone man calling," suggests Geoffrey Middleton in number eight of *Longman's Into the Past* series, which now comprises a dozen slim illustrated volumes spanning half a century and bringing us up to Coronation mugs and the Festival of Britain (75p each). It is to be hoped that the medieval informants accosted by eager researchers will enjoy being reminded of trams, barrel organs, black-out, and Muffin the Mule.

Facts that come as a surprise to the under-tens have, usually lost the charm of novelty for reviewers. Accordingly, we may take an unduly jaded view of knowledge which has to be perennially re-introduced, and perk up only at the prospect of something esoteric. I was glad to be told how to sex a chick, what a suckling elephant does with its trunk and why the sequence QUERTYUIOP was devised for typewriter keys.

But some unexpected revelation, or special stroke of originality was required to render familiar themes impressive. The presentation of the spadefoot toad and the satin bowerbird succeeded in the cases of *Deserts and Jungles* by Clive Catchpole (Walker Books £4.50). Beverly and Jenny Halstead reanimate a hoary toad in *A Brontosaurus: a life-story unearthed* (Collins £3.95) by isolating archaeological evidence and letting us in on scientific debate: How do we know brontosaurus could swim? We deduce it from fossil tracks showing only front footprints with an occasional back print where they put a leg down to change direction. Well I never.

In books, information is conveyed staccato or legato: we get discrete items or a continuous flow; data delivered at speed for rapid reference, or an experience unfolded gently for gradual assimilation. Either way the author's interest must be sustained throughout. Too often the end is approached with palpable impatience and attained with sighs of relief. Even the admirable Geoffrey Patterson runs two sentences together in his haste to finish *Dairy Farming* (Deutsch £4.95) while Ralph Whitlock, an award-winner in 1975, leaves us, as it were, in mid-air, with a half-plucked turkey carcass on the last page of *Poultry* (Wayland £3.50). Animal biographies may have to kill off their heroes and heroines eventually but in Geoffrey Tarrant's farewell to *Butterflies* (Natural Pop-ups, Heinemann Quince Press £2.95), the death of the individual is hearteningly off-set by the triumph of the species - all 20,000 varieties of them.

We are Equal Opportunity prize-givers, so it was clear from the start that some books disqualified themselves by their attitudes to race and sex. Possibly the worst offender on both measures is the series of "I am... Books", with two titles competing this year: *I am a Nurse* (obviously, female) and *I am a Vet* (naturally, male). In fact both books would be more aptly titled "I am a Midget" because the hero and heroine are cute little children thinly disguised (starched apron, flat cap) as the adults whose roles they play for a day. The books are lavishly illustrated with full-colour photographs of a fully white society, and connoisseurs of small print will note that the nurse's dream takes place in a private hospital. As if this weren't enough of a flight from reality, the big event in the nurse's day is the rescue of an old butter in plus-fours who has fallen off his push-bike ("What a horrid fall!"), while the vet has a more scientific approach to the non-events in his surgery. ("Now I am studying germs under the microscope"). The books have, it seems, been produced by a committee of four, though the author bashfully disclaims any credit for having produced a text: the by-line on the front end-paper simply refers to "Words: Val Williams". A few marks for honesty I suppose.

These two aren't the only books without a proper author: *On the Moon* has a consultant instead. This book is a good example of another disqualifying principle, apparently held by many. This is the idea that in information books for children, information must be handled in a childish way, and the less you tell them the better. There's no other way to account for the unwillingness of some authors to part with any worthwhile information at all. To fill up the spaces left by cutting out all the interesting bits, many authors resort to questioning their captive audience. The very first sentence of *On the Moon* is "Have you ever wondered what it's like on the moon?" and the last "What do you think the space station will look like?" I'm just thankful information books for adults aren't written this way. "What do you think are the central themes of post-Keynesian monetarism?" In fact, *On the Moon* is a particularly feeble effort, because the few facts that link the questions together are pathetically low-level, and it seems to me, completely out of touch with what young children already know: "These three Americans are called astronauts."

The fallings of the moon book are even more dazzlingly obvious in the extraordinary *Discovering Together* series by Charles Betty, M Phil. The level of information on offer is even more puerile: "In winter the sun seems to be less warm than in the summer" (*Weather*): "When kittens grow up they become cats" (*Pets*): "A shop which sells fish is called a fishmonger" (*At the Shops*). And the unwillingness to part with any nuggets of slightly more complex knowledge is even more pronounced; instead the readers are bombarded with questions, or sent off to enquire of others: "Why do you think a mouse may not like a cat?" (*Pets*). "Ask your teacher to tell you who Prince Albert was married to" (*Christmas*).

Believe it or not, there's a teacher's handbook for this series, explaining the need for "good children's reference books", and invoking Bullock, Joan Tough, and our old friend, Language Across the Curriculum, to show what "powerful learning tools" these books are. You see, each book has been designed to cover as many areas of the curriculum as possible, and there are flow diagrams to prove it: want to do simple science during your Christmas topic? Simple! Reindeers! History and geography from the study of *Pets*? Easy! St Francis of Assisi!

Which brings me to another role for information books: watch out for those with too many exclamation marks. They are the expression of the author's embarrassment at being caught writing this drivel. Take *France is My Country* for example, an otherwise unexceptionable little sally into multi-ethnic territory by Bernice and Cliff Moon (though I was saddened by the cryptic note on the title page: "This book is based on an original text and photographs by James Tomlins. Better luck next time, Mr T). Photographs of French women, men and children are accompanied by a few sentences, written in the first person, describing their jobs and life styles. But the exclamation marks keep breaking in: "Yes, I am a dentist!" (Robert). "That's how skilled I

## Not the prize-winners

Mary Jane Drummond looks, more in anger than sorrow, at the runners which fell at the first fence

am!" (Auguste). "I suppose I was born to be an artist!" (Julien). Well!

Of the few books uncontaminated with superfluous questions and exclamation marks, some are peppered with instructions. Children won't have time to read these books - they'll be far too busy. Some of the instructions are well-meaning enough, if a little self-evident: "Visit the top of the highest tower in your town. Be careful though and do not lean out too far" (*Maps and Map Making*). But others make some quite demanding demands on the readers, and on the patience of their parents. In the *Young Explorer* series children are always being told to find things, and the *Young Engineer* series is even worse. "Find a length of plastic guttering". "Find a small electric motor". (*On the Waterway*). And more simply, but more unnecessary, many many books contain the tell-tale "Look at this picture", an instruction that seems to indicate a crisis of confidence in the author. Doesn't he or she really mean "Read this sentence. Finish the paragraph. Please."

In practice, questions, instructions, and exclamation marks often come together as in *The Chappell Piano Book* (the simple way to play - Today!), which opens: "Hello!" (spoken I'm sorry to say by an animated piano stool with googly eyes). It begins at the beginning: "Sit down in front of your piano, and open the lid" and goes on to the very end in the same vein: "Were you able to play all the tunes correctly?"

Two of the books were disqualified in round one, not for any little niceties of punctuation, but because of their essential nature. *Sam's System, A Guide to Computers* could have been a sensible contribution to what ought to be the fastest growing section of the primary school library - but the author has chosen to disguise what she knows, which is undoubtedly impressive, in anthropomorphic fancy-dress. Sam, aged six or

seven, wants to learn about computers, so his friend Pete the programmer takes him in hand. First stop is TAK the terminal. "To his astonishment, Sam noticed that it had two little feet dangling over the edge of the desk, two hands folded neatly under the screen and a pair of eyes tightly closed. A snore bubbled softly from a small mouth." As primary teachers are learning every day, the children are more capable and more confident than they are of coming to grips with today's technology: giving the hardware hands and feet seems a gratuitous insult to children's intelligence.

But if you carelessly leave *Sam's System* lying about within reach of young children it at least won't do them any harm: we were not so certain about *The Foot Soldier*, from Oxford University Press. Technically it is a historical review of 13 fictionalized soldiers, from an Athenian hoplite (418 BC) to Corporal Joe Borelli, sweating it out in Germany 1944. The final chapter brings us up to date with the Third World soldiers of the 1970s (easily recognizable by their leopard skin trousers) and the Warsaw Pact infantryman of the 1980s.

The illustrations are explicit and many of them frightening, but it is the text that is truly alarming. The only critique that is offered of war and its horrors is based on judgments of efficiency, accuracy and power. The political judgments are shockingly naive - if it is naivety that inspires them and not some more fashionable Victorian ethic. This is a dangerous book; the only good thing about it is that it's the best argument yet for compulsory Peace Studies Across the Curriculum.

*Discovering Together: Weather, Christmas, At the Shops, Pets* £1.45 each, Teachers Handbook 50p. by Charles Betty. Holt Rinehart and Winston. *Sam's System A Guide to Computers*, by Rosemary Court. Dent £3.95.

*On the Waterway*, by Malcolm Dixon. Wayland (Young Engineer Series £3.50 each).

*The Chappell Piano Book*, by David Gregory. Hamish Hamilton £4.25.

*On the Moon*, by Angela Grunsell (Consultant). Franklin Watts First Library £1.99.

*France is My Country*, by Bernice and Cliff Moon. Wayland £4.50.

*Maps and Map-making*, by Mark C. W. Sleep. Wayland (Young Explorer Series £3.50 each).

*I am a Vet, I am a Nurse*. Dent £3.50 each. *The Foot Soldier*, by Martin Windrow and Richard Hook. OUP £4.95.

etc. Bob Godfrey and Stan Hayward. Hodder and Stoughton 50p) are a good size, shape, style and price for beginners.

Of course, *The Highwayman* (Oxford £2.50) is a different kind of picture book altogether; Alfred Noyes' poem is illustrated not just hauntingly, but devastatingly, by Charles Keeling; Francis Bacon could hardly have intensified the visual howl of anguish that accompanies "Shouting a curse at the sky". Strong stuff; books of verse for children seem somewhat frail beside it, though there are pleasures to be found in all of these: Ducks and Dragons (edited by Gene Kemp, illustrated by Carolyn A. Dixon. Puffin £1.00). *The Sausage* is a Cuddling Bird (edited by Jennifer and Graeme Curry, illustrated by Penny Simon. Knight £1.25) and invitation to a Mouse (Eleanor Farjeon, illustrated by Anthony Maitland, £1.25).

Easy, lively reading for 10-year-olds is not easily come by, and teachers will welcome Macmillan's *Rockets*, of which Catherine Storr's brief, bright February Fowler (illustrated by Gareth Floyd 75p) is a good example. Edward Arnold have a series from the Anipodes, which similarly, though with less distinction, give children accessible adventures that might be their own: *The Billy-Cart Battle*, in which the good guys beat the rich guys most satisfyingly (Hazel Edwards, illustrated by Magpie £1.25) is a fair representative.

Finally, there are some books where it should be enough to mention that they are available. One such is the new Mary Norton, *The Borrowers Avenged* (illustrated by Pauline Baynes, Puffin £1.50); another is the best of all modern fairy tales, James Thurber's *The Thirteen Clocks*, re-issued once more with Ronald Searle's spiky illus-

trations (Puffin £1.25); and, though I don't care for her myself, for many readers the return of Mary Poppins (*Mary Poppins Opens the Door*, Mary Poppins in Cherry Tree Lane, P. L. Travers, Puffin 95p each) will have the same excitement.

## The problems of being different

Audrey Laski rounds up the latest children's paperbacks

As most as thick as autumn leaves they come, the books about adolescents and their anguishes. Darkest and most powerful is Nigel Williams' *Johanny Jarris* (Puffin Plus £1.50), which is less about the eponymous hero than about the narrator, the bitterest bastard since Don John; with unemployment, crime, the black economy, racism and the laws of love, it holds almost more than a modern novel can accommodate but the fierce, funny language carries it off.

Johanny and Alan might wish they had the problems of Barbara Wersba's heroine (Tunes for a Small Harmonica, Bodley Head £3.95), living in almost disgusting affluence in New York, though her problems of identity - she likes dressing like a boy but has decided that she isn't a lesbian, and has to settle for accepting that she is a freak - are real enough. Somewhere between the extreme extremes there are books present is Rebecca, who would be an ordinary enough girl if she could forgive her father for the drunken selfishness of his mourning for her mother (Your Friend, Rebecca, Linda Hoyt Sparrow £1.25); this is a sensitive and spirited book, but shows signs of revision - shortening, perhaps - and the quietism of the end may seem a let-down.

The problems of being different reappear in *A Proper Little Noorayev* (Clean Line, Puffin Plus £1.10), when Jamie discovers to his horror that he has a talent for ballet-dancing; lighter in tone than the others, this will have valid points to make about the necessity for deciding who one is and standing by it. It takes him courage, but more is needed to stand for herself by Lisa, rejecting the life she has been used to, and perhaps die with the Inkjet in his haste to finish *Dairy Farming* (Deutsch £4.95) while Ralph Whitlock, an award-winner in 1975, leaves us, as it were, in mid-air, with a half-plucked turkey carcass on the last page of *Poultry* (Wayland £3.50). Animal biographies may have to kill off their heroes and heroines eventually but in Geoffrey Tarrant's farewell to *Butterflies* (Natural Pop-ups, Heinemann Quince Press £2.95), the death of the individual is hearteningly off-set by the triumph of the species - all 20,000 varieties of them.

the book of the highly successful film, is an obvious example of the endless attraction of the Frankenstein fear in the age of the computer; but Nicholas Fisk's *Robot Revolt* (Puffin £1.00), with the robots enlisted to break a paternalistic tyranny and then seeking their own power, is a more subtle variant.

Where science fiction shades over into fantasy, John Christopher has always been at home, and in *Fireball* (Puffin £1.25) he uses the notion of the alternative universe to insert his English and American heroes into an England still ruled by Ancient Romans, where after exciting adventures they have to recognize that the overthrow of one tyranny is too often the establishment of another. Victor Kelleher, an Australian writer, three of whose stories are simultaneously published by Puffin, simply invents the kind of society he needs for his tales of simple heroism; in *Forbiddin's Paths* of Thaul, (illustrated by Anthony Maitland, £1.25) it is a village on the edge of a magical forest over-run by invaders in search of a treasure nobody in the village believes in; as always in Kelleher's books, it rests on one boy to dare everything that is necessary to defeat the conquerors.

Fantasy rooted in everyday life is another matter, and a late book by Dorothy Edwards, *The Witches and the Grumpyog* (Magnet £1.25) is a very different matter indeed. Anyone looking for the simplicities of *My Naughty Little Sister* or the naturalism of *A Strong and Willing Girl* will be bewildered by this brilliant defence of the Old Religion, with its precise articulation and its upturning of all our ideas about witchcraft; a very remarkable book. It has a favour all its own, and so does *The Hollow Land*, Jane Gardam's prize-winning set of stories ab-

out the Cumbrian fells (Puffin £1.10); the reader here needs to be alert and to like hints and half-tones; adults will enjoy it as much as the right children.

The fells are haunted by stories, and some of them belong in Kevin Crossley-Holland's *Faber Book of Northern Folk-Tales* (illustrated by Alan Howard, £2.95); this, with its companion *The Faber Book of Northern Legends*, provides a distinguished introduction to the rather grim heritage of Northern story-telling. Faber are doing an excellent job of building a library of such material: *The Faber Book of North American Legends* (edited by Virginia Haviland, illustrated by Ann Strugnell, £2.95), encompassing Amerindian, black and immigrant tales, is equally satisfying. But however welcome retelling of old stories may be, it is an occasion for real celebration when a new collection of fairytales appears which has the ring of rightness about it, and at least some of the stories in Terry Jones's *Fairy Tales* (Puffin £3.95) have exactly the right shape, and tone; *The Glass Cupboard* is the most beautifully structured ecological parable I have yet seen, in a market increasingly choked with "ecological parables". Michael Foreman's illustrations, many of them full-page and in colour, increase the pleasure.

The only better-looking book this season is *Aladdin*, with Errol Le Cain's illustrations to Andrew Lang's telling of the familiar story (Picture Puffin £1.50); the other picture books are fun rather than magic; *The Hobnabs* (Simon Stern, Magnet £1.50) has the right grotesqueness for its subject, *The Tiger Who Lost His Stripes* (Anthony Paul and Michael Foreman, Sparrow £1.60) is a cheerful fable with some very neat touches, and the tiny Henry's Cat books (*The Whale*, *The Holiday*,

etc. Bob Godfrey and Stan Hayward. Hodder and Stoughton 50p) are a good size, shape, style and price for beginners.

Of course, *The Highwayman* (Oxford £2.50) is a different kind of picture book altogether; Alfred Noyes' poem is illustrated not just hauntingly, but devastatingly, by Charles Keeling; Francis Bacon could hardly have intensified the visual howl of anguish that accompanies "Shouting a curse at the sky". Strong stuff; books of verse for children seem somewhat frail beside it, though there are pleasures to be found in all of these: Ducks and Dragons (edited by Gene Kemp, illustrated by Carolyn A. Dixon. Puffin £1.00). *The Sausage* is a Cuddling Bird (edited by Jennifer and Graeme Curry, illustrated by Penny Simon. Knight £1.25) and invitation to a Mouse (Eleanor Farjeon, illustrated by Anthony Maitland, £1.25).

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## INFORMATION BOOKS

## Take a bite at the future

John and Audrey Laski on junior computer books

It is very easy to explain what a will do. One talks of familiar things like stones placed on top of one another, or bricks, or whatever, and then gives the purpose, to separate inside from outside or to set the boundary between two places. This however is a useful order of play only with very simple concrete objects.

Writers for children are now well practised in explaining more complex objects like steam engines. The purpose: to transform the disordered energy of boiling water to the ordered energy of rotation. The physical must be demoted to a secondary role, cylinders, pistons, valves and all that must be presented as subservient to the purposes they serve, their physical nature being determined by the job they do.

When it comes to explaining computers and computing to the curious child, the purpose must again be pre-eminent. Computers must be capable of inputting information; they must be capable of storing and manipulating information; they must be capable of outputting information.

But now the physical is invisible. As analogue to the cylinder and piston, which can easily be illustrated in their distinct position through their cycle we have the bit which is set or unset; no real way of showing that, not because chips are so small, but because what matters is the invisible change of state, be it electric current, voltage, magnetic field, or whatever. All the illustration can do is to work indirectly by showing a meter or a light bulb, symbolizing this change of state.

The quality of a book about steam engines is essentially bound up in its success or failure to convey the idea of energy and an informal idea of the conservation of energy. Analogously, once the prime purpose of computers is given, and all these books present it more or less successfully, and mostly in much the same way, the quality of a children's book on computers is determined by its success in conveying the idea of information, and here there is much variation, from the completely

safe evading of the problem, through confused and confusing attempts, to accidental adequacy.

From the blurbs on the covers it is clear that some authors have had computing experience, and it is melancholy for reviewers to observe how common is experience without insight.

Perhaps we had better take up our own challenge and try to communicate the idea of information and how it is represented in the machine ourselves. Information is represented by Data, according to some conventions. In computers, information about symbols is conveyed by the convention of the ASCII code; information about natural numbers by their binary representation as data; information about truth values by whether or not a bit is set. By data we mean which one of a number of possible distinct physical states actually obtains. Given some data, a bit, a byte, a word, in some particular state, it is impossible to know what information it realizes, without knowing from the context what kind of information it is intended to represent. For the same state of data represents now the number 65, now the character "A", now the machine code instruction "load accumulator". In fact, a common cause of a programming bug is the accidental treatment of data intended for one purpose for another, the attempted execution, say, as machine code of what was intended only to represent a character string "John and Audrey Laski".

Of course, if you are writing your book about computers as a story for the very young, a bug may also be what gives you a nasty cold. Both Bytes books are pleasant tales in the well established tradition of anthropomorphizing the entities of interest.

The notion of the Bytes as polymorphous people shaping themselves to the requirements of the users, and getting caught up with the topics of the programmes that are being executed is ingenious; before the rules of the game for these new analogies are set too solid, more thought, perhaps, needs to go on avoiding those that don't fit well enough to prevent misunderstanding.

In his *Computers for Watts*, the prolific Neil Ardley gives an elementary but readable tour d'horizon for children of much the same age as those who will enjoy the Bytes books: his *Kingfisher Computers* is a fact-filled book about the hardware which would appeal to older, mechanically-minded readers; his *Using the Computer*, however, just tells you how to write a very elementary BASIC program and a bright nine-year-old would put it in a couple of hours. Indeed, irrespective of the ability of the reader, three days is the likely maximum interest time.

The *Inside Story* explains quite a lot quite clearly, but its BASIC program examples need de-bugging; they are not valid syntactically on any version of BASIC I've run into. Not very important, but an indication of a general problem that is apparent from place to place in all these books; namely that those who are putting them together, the editors, the illustrators, the proof readers are not computer literate. They will let through obvious mistakes and cut confusingly.

*Computers - How they Work* has excellent illustrations and drawings, but 29 pages means that it is in every sense of the word introductory. The *Piccolo Fact Book* gets far more in. Though hardware-orientated, it has an excellent software example for which it

provides a flow diagram. It, like several other of these children's books, has learnt the principle that you must present the need before you describe what satisfies the need. This is far more valuable than teaching people a programming language and then applying it, as so many more advanced texts still do.

The *Age of Computers* series has the advantage of four books to put ideas over, which it does without too much overlap and quite clearly. The fourth, *Computers and You*, deals in a most open-ended and informative way with social questions which most other books skip or treat inadequately. It could usefully complement any other book reviewed here. Illustrations for these four books, as to *Computers - How they Work* - do a good job of suggesting that the computer revolution is uni-sex. Welcome in this context, too, is Helena Sturridge's authorship of *Micro-Computers*; moreover, it is admirably clear in its outline of computer logic; it is perhaps worth noting that a companion volume, *Sound Systems*, was recommended on Radio Three recently for adults who have difficulty with technicalities.

That computing can be a girls' game is gloriously asserted by the cartoon on the front of *The Whizz-Kids Computers* showing a female whizz-kid confounding a computer-roomful of experts with her micro and it is, moreover, the best presented and best value for money among these books. I would have liked to know that it was the BBC dialect of BASIC I was being taught to use, and sometimes the matter seemed to be over-edited to get it on the page; once again, sometimes it seemed that the final packager did not know what

was going on.

Still, overall, it is encouraging to see that the children's book publishers are producing useful books well adapted to juniors' needs and no more unsatisfactory in the material they contain than their equivalents aimed at managers or the common man: roll on the day when both children and adults are still better served!

*The Bytes number 1. Bobby catches a bug.* By Ray Hammond. Illustrated by Michael Cole.

Century Publishing £3.95 071260629 0  
*The Bytes number two: Bobby Meets a Pirate.* Illustrated by Michael Cole.

Century Publishing £3.95 0712602704  
*Computers - First Look.* By Neil Ardley. Franklin Watts £3.25 863130178

*Computers.* By Neil Ardley. Kingfisher £4.95 0862720524

*Action Science - using the computer.* By Neil Ardley. Watts £4.25 0863130224

*The Inside Story: Computer.* By Ian Graham. Collins £3.50 0001951025

*The Electronic Revolution - computers - How they Work.* By Nigel Hawkes. Franklin Watts £4.25 863130593

*Piccolo Fact Book - Computer World.* By Jacquetta Megarry. £1.50 033026980

*The Age of Computers - How Computers Work.* By Ian Litterick and Chris Smithers. Wayland £4.95 085072570

*The Age of Computers - Computers in Everyday Life.* By Ian Litterick and Chris Smithers. Wayland £4.95 085072589

*The Age of Computers - The Story of Computers.* By Ian Litterick and Chris Smithers. Wayland £4.75 085072597

*The Age of Computers and You.* By Ian Litterick and Chris Smithers. Wayland £4.75 085072570

*Science in Action - Microcomputers.* By Helena Sturridge. Kingfisher £3.95 0862720583

*Whizz-Kids - Computers.* By Derrick Dalnes. MacDonald £1.50 0356093670

## Ways and means

*The Hamlyn Colour Encyclopedia of Transport.* By Robin Kerrod. Christopher Pike and J D Storor. Hamlyn £6.95.

*The Inside Story series: Automobile.* By Frank Young. Jolliffe. By Chris Chant. Spaul. By Nigel Hawkes. Nuclear Submarine. By Mike Basile. Collins £2.95 each.

*What About? series: Tanks. Submarines. Missiles. Fighters. Warships. Trains. Racing Cars.* By Ron and Joyce Cave. Franklin Watts £3.25 each.

*Transport and Society series: Passenger Aircraft.* By G A Embleton. Trains. By G Freeman Allen. Merchant Ships. By Peter Kemp. Motor Cars. By Cyril Pothmann. Submarines. By Commander Richard Compton-Hall. Wayland £4.25 each.

*Kingfisher Factbook series: Ships and other Seacraft.* By Brian Williams. Kingfisher Books £2.95.

*Your Book series: Steam Railway Preservation.* By P J G Ransom. Faber and Faber £5.25.

The trouble with travel is that it recommends itself far too easily to the publisher seeking to bring out a new series of library or topic books. Each type of transport, or individual vehicle, can be made the subject of an information book. Whether the demand is ever likely to outstrip the supply seems doubtful. In this group alone there are no less than three books on submarines. This does seem an excessive choice for the pupil, teacher or librarian, given that the same subject is adequately covered in six pages in the *Kingfisher Factbook* and inadequately mentioned in only seven words (as far as I can see) in Hamlyn's encyclopedia. Despite this the publishers claim that their *Colour Encyclopedia of Transport* covers "every exciting aspect of the subject". If you can dismiss the idea that an encyclopedia ought to be as comprehensive as it claims, then you will find this volume remarkably well worth money - especially when set alongside the much smaller, 30-page *What About?* books. These are just under half the price and offer only a fraction of the coverage.

The *Encyclopedia's* main strength lies in the wealth and vigour of its artwork. Dramatic full-colour photographs and illustrations often stretch across a double-spread or fill much of the page. The emphasis is on the present day, with only a limited attempt to set transport in an evolutionary context, except in the sections on air and space. Unfortunately the three authors are not equally adept at sustaining interest. Wherever you dip in the sections on flight, you generally find a fact-filled, readable and informative text. The earlier half of the book, covering the much wider spheres of land and sea travel, leans too much towards generalization - "Goods as well as people travel by road" and "Bigger companies have much larger fleets of lorries".

The *Inside Story* series also uses striking full-colour illustrations to tell the story of what happens - to an airliner "from takeoff to touchdown" or an automobile "from prototype to scrapyard". The publishers claim in a publicity handout that "Each book tells its own story simply and directly to the inquiring 9 to 12-year-old". I found this leaflet between pages 12-13 of *Automobile*, where small pictures of a Macpherson strut and a trailing arm illustrate, but emphatically do not explain, "types of front and rear suspension". Technical terms abound in this top primary school series. In *Jolliffe*, for instance, the "inquiring" pupil is told that it is "constructed as a monocoque - that is as a single body rather than relying on a main chassis".

In the *What About?* series ought to be more intelligible to the average nine-year-old, since the artwork, format, large type size, limited words per page and use of colour, undoubtedly suggest lower juniors; until you actually read the text. Detonated, magnetic field, pressure waves, sound waves, bottom mine hunting and sonar detection are among the 55 words on page 25 of *Warships*. Elsewhere the young child can read about shells. For a change these are not the 1-Spy types of shells to be found in oil companies or on the beach. Instead "armour-piercing shells travel



The Liverpool-Manchester railway bridge completed in 1830. This is one of the many illustrations, some in colour, some in black and white, in Richard Garrett's *The Story of Britain* (Granada £6.95) which takes the reader from pre-history to the Beatles with the aid of family trees, photographs, diagrams, maps and a sprightly text.

very fast to punch through heavy armour. High explosive squibs-heads flatten out and explode on impact, creating a devastating shockwave". The text goes on to pose the question "How big is the Chieftain's gun?" instead of asking what is likely to happen to the men inside. I doubt the capacity of the average child to understand such terminology, or the desire of teachers and parents to have them do so, without setting warfare in its proper context.

By contrast, Wayland's *Transport and Society* series is reassuringly conventional. Excellent colour photographs and archive pictures help to explain and illustrate the evolution of each form of transport. The text is full, authoritative and firmly rooted in fact and experience, while the reading level and format seem well within the compass of the average middle school pupil. In *Submarines*, the author vividly describes what it is like to live and work underwater - the hazards and the rewards.

Kingfisher's *Ships and other Seacraft* can also be recommended, with its neat, interesting and well-organized layouts. If other *Factbooks* are as useful and as informative, then the publishers could well justify their cover description "an exciting new series of information books".

On paper P J G Ransom's *Your Book of Steam Railway Preservation* seems poor value for money, with its rather dull monochrome pictures and relatively short text. But this is pre-eminently an enthusiast's book with genuine appeal and much illuminating detail for those who still feel an affection for steam trains. "Even the qualifying 'still' is hardly appropriate in the context!"

Phillip Sauvain

## Hitting headlines

*Voltaire.* By Julian Fox 0 85078 291 0. Old Age. By Edwin Conner 0 85078 292 9. *Voltaire.* By Edwin Conner 0 85078 293 7. *Self Help.* By Ruth Valantine 0 85078 3171 8. *Race.* By Peter Totten and Tony Willard 0 85078 294 5. *Wayland.* In the News series £4.50 each. *Health and Welfare.* By Heather Flint. Batsford £5.50. Pk £372 5.

*Pressure Groups.* By Robin May 0 85078 317 1. *The Superpowers.* By Andrew Langley 0 85078 307 0. *The Civil Service.* By Philip Warner 0 85078 306 2.

*Wayland People, Politics and Powers.* series £4.85 each.

Wayland's *In the News* series isn't new political issues as its title might suggest, but social ones. The fact that social violence or addiction are in the news isn't very important than the fact that they're problems, and as for families, old age and self help, it could be argued that they are not very much in the news at all. But the form of presentation explains the title: in each book the topic is divided into double page spreads with headlines, photographs and news on related subjects.

key questions which arise. None of the incidents are real news items, but all of them could be, and the impression that they are is fortified by realistic photographs, some of them specially shot with models, and some taken in the course of coverage of a similar story.

The titles speak for themselves indicating topics which will need sensitive handling, because they'll touch more lives more closely than anything in the conventional curriculum. There, in black and white is written what teenagers, or certainly some of them, some of the time, would rather forget. Parents become alcoholics; violence turns people into men batter their wives and women men batter their mothers; minorities are picked on; people are classified by the skin colour; glue sniffing, alcohol, cigarettes, sugar, barbiturates, dozing can kill you. But worries are better articulated, and the books all have a constructive element if the problems are yours, naming agencies where possible to which you can turn for help. There is a positive side too - reports of addictions conquered, grannies fostered, racial harmony, and successful self-help. But at £4.50 for only one topic the books are hardly likely to be bought in sets. Yet they cry out for discussion and use in one of the library's

they'll fall short of their potential usefulness. Better nature may triumph over the temptation to photocopy, but they should really think again about their target, and perhaps for once sacrifice some of their expensive presentation.

The problem is the same with *Health and Welfare*. Part history, part social studies and part health education, this isn't going to be read straight through by anyone who doesn't have to, yet for specific areas it could be very useful, particularly the fact that low-key, but humane and liberal sections on sex and drugs. Yet this one reaches us at £6.50.

The *People, Politics and Powers* series belongs on the political side of social studies. *Pressure Groups* discusses campaigning, from the abolition of slavery to Shelter and Friends of the Earth. *Solidarity and CND.* *The Superpowers* traces the growth of Russia, China and the USA and their changing ideologies and mutual suspicions with clarity and brevity. *The Civil Service* picks a delicate path around the question of civil service power and influence, the changing departments and quagmire. *Permanent Secretaries* and *Government with Precision.* These are all worthy additions to a useful series.

Jessica Savage

## Nature in context

*Discovering Ecology.* By Tim Shreeve. Longman £6.95 0 582 39220  
*Close-up on Nature Series.* By Eric Sootthill and Su Swallow. Parks and Gardens. 0 582 390885; Woodlands. 29087. *Roadside and Wasteland.* 39090 7; *Seashore.* 39089 3. Longman £3.95 each.

*Wildlife Rescue Series.* By David Cook. *The Environment.* 0 240 11039 4; *Birds.* 11038 6; *Ocean Life.* 11036 X; *Animals on Land.* 11037 8. *Hamish Hamilton* £4.50 each. *Plants.* By Mike Janulewicz. 0 86313 058 5. *Insects.* By Casey Morton. 0577. *Franklin Watts Insight Series* £4.25 each.

Conservation is not yet an important political issue in Britain, nor, sadly, is much in practical evidence. If you wish to erect even the simplest building, or to change the use of a premises, there are planning laws which govern procedure, yet farmers and land-own-

ers can change land use dramatically - say uproot an ancient wood for a field of EEC subsidized barley - without consulting anybody. Our *Wildlife and Countryside Act* is a muted sort of a law but when the chairman of the Nature Conservancy Council attempted to enforce it, the government, in unprecedented conduct, failed to confirm him office for a second term.

Young and old, we require education on how to harmonize our lifestyles to the world's natural resources, not to destroy them. So one would think it a good sign that so many books for young people are about wildlife. Not so. For the most part, they are simply an easy option for publishers: a few lightly glossed pictures, of plants and animals between covers. Publishers are right to think that most youngsters are down to natural history books to judge from the books around, it is a wonder that even more of them don't lose interest or become disappointed. What is missing from most

natural history books is the thing children have in abundance, a passion for the subject, feelings which with thoughtful teaching could grow into a rational sensibility which could make some impact on the world.

Tim Shreeve's *Discovering Ecology*, despite the dull title, is the only decently up-to-date book in this group. Unlike nearly all of the books in this genre which trade on the "ecology" catchword, this one is healthily unambitious, to science, rather the author shows how science can be brought into play to help us understand the workings of the natural world rather than simply to dominate it. He puts his ideas intelligently and convincingly, and the book is as crisply designed and illustrated as it is written. Of pleasure and interest to anyone over the age of eight or so.

No surprises with Longman's *Close-up on Nature* series, but in the hands of the capable Su Swallow (text) and Eric Sootthill (photographs), it is a very good series to have around. Attractive design, catchy captions - every page welcomes you in. There is obvious care to get things right: congratulations to Su Swallow trained in that competent and professional stable, Macdonald Educational and Osbourne. The photographs are fresh and extremely attractive - in one place, perhaps too much so. The beach pictures are so beautiful, but nowadays I fear, child beachcombers are as likely to find plastic wrack as bladder wrack and containers with toxic contents rather than mermaid's purses... perhaps one should warn of this danger... but then this would spoil these pages which are inspirational.

You would imagine that a quartet of *Wildlife Rescue* books with the World Wildlife Fund recommendation would be sterling campaigning books. Unfortunately this is not the case. In the muted deadpan of the text, one hears the sounds of a cause lost. There is too much of the "entrepreneurial conservator" (2003 and special reserves), too much use of antiquated concepts which have lost their meaning today, as in "unspoilt land, unspoilt forest - occasionally varied as unspoiled". As I read, I was often irritated by the mention of animals such as "reindeer" and "sable wren" (I am sure many children)



Tiger is one of the titles in the "Animals in the Wild" series by Mary Hoffman (Windward/Bellita Press, £2.25 and 99p each). Stunning photographs and a straightforward text put the life, habitat and need for conservation of individual species within the grasp of the youngest children. The other titles in the series are *Panda, Elephant and Monkey*.

could not picture without the help of some adjectival phrases or an illustration; and conversely, found creatures isolated in the illustrations with apparently no connexion with text or caption. It's difficult to follow up references like these when the spelling is unreliable. Would a child know that to find out more about *tahaks*, she should search for *take* in the encyclopedia, or that the *moas* is known by the rest of the scientific establishment as *moa*. I fancied that the writer and illustrator had worked independently without reference to each other and that David Cook was both writer and illustrator. In contrast to Tim Shreeve, these books are painful evidence of someone trying to simplify things and ending up by obscuring any sense at all. In short books where space is at a premium, and you need to catch the attention, how can you open with "If you travel to different parts of the world, you will see different forms (or

Francesca Greenwood

## Animals on the farm

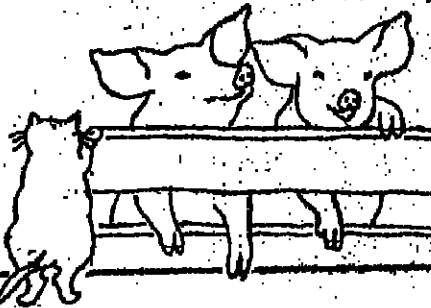
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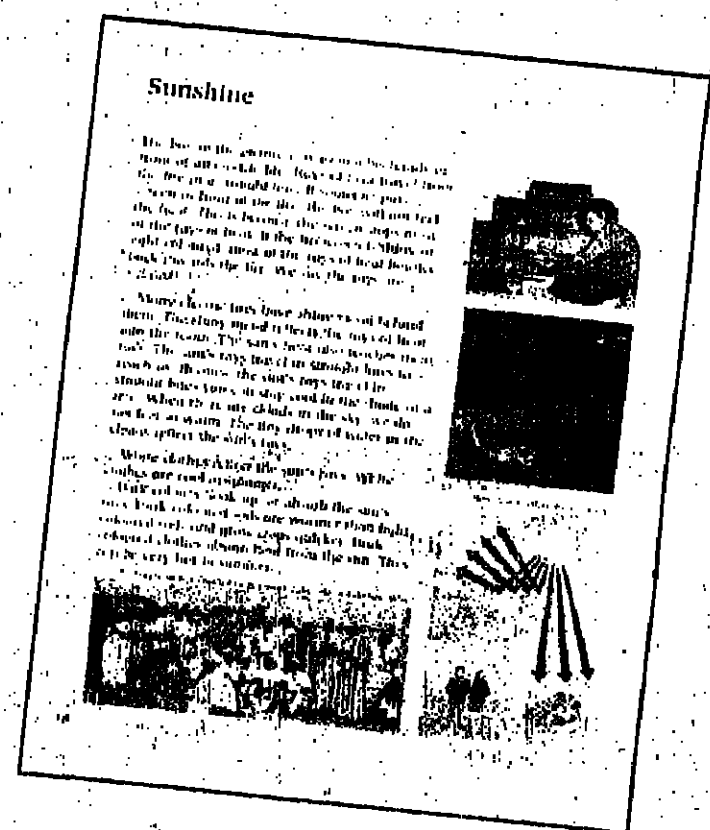
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## Body in question

Tell Me About: My Body and How It Works. By G. Finlister. Collins £3.95. 0 00 195836 4. The Young Scientist Book of the Human Body. By S. Meredith, A. Goldman and T. Lissauer. Usborne £1.99. 0 86020 747 1. You and Your Body series. By D. Baldwin and C. Lister: The Structure of Your Body 0 85078 305 4. Your Body Fuel 332 1. Your Heart and Lungs 303 8. How You Grow and Change 333 X. Your Brain and Nervous System 331 3. Your Senses 304 6. Wayland £3.95 each. Your Body: 1. Skin and Bone. 0 370 30501 9. 2. Blood and Lungs. 30527 2. By Gwynne Vevers. Bodley Head £3.75 each. Body Maintenance. By B. R. Ward. Franklin Watts £4.25. 0 85166 978 6.

Many of us find difficulty in answering the direct questions posed by young children. When the required response is especially personal, or delicate, one often feels that a particular sort of approach is necessary. Situations of this sort have served to inspire Germaine Finlister to compile a set of posed questions, with answers. Items like "How does father pass his sperm to mother?", and "What are faces?" as well as 77 others, are arranged in the two chapters of this work. Throughout the book, amusing, instructive, coloured drawings are arranged in boxes on the pages opposite those containing the questions and answers.

But, despite explanations which are mostly very adequate, this book will

not tell embarrassed parents and teachers off the hook completely. There is no glossary (not necessarily a disadvantage here), so some of the terminology will require interpretation and a few of the answers will need further explanation. The contents are ideal fodder for group discussion.

Usborne's highly popular books for children must be known to just about every parent in the land. Suitable for those of middle school age, their Young Scientist collection aims to convey, with the aid of attractive illustrations and diagrams, a practical understanding of subjects which impinge on everyday life, like electricity, spaceflight, jet aircraft, and now the human body. This cheap manual subtitled "How it works and how to look after it" provides simple, but comprehensive, coverage of vital functions, including those concerned with sex and birth. The importance of exercise, even aerobics, is emphasized and there is an elementary treatment of the main categories of diseases, immunology and a few other medical topics.

The remaining books are all members of various human biology series. In the case of the You and Your Body set, the entire range of subjects is indicated by the individual titles. The language used is simple and printed in large type which has difficult words, also included in a glossary, in bold. Baldwin and Lister have a practical, common sense, approach, spiced with good advice. For instance, those who really care will be glad to see items on the need for dietary fibre, food hygiene and the importance of personal health, being offered to readers at such an

elementary level. Their illustrations are attractive, functional coloured photographs and diagrams. Moreover, these books encourage youngsters to make observations on their own bodies, thus establishing the necessary tradition of practical work in science early in a child's education. Gwynne Vevers' Your Body series will contain six volumes when complete. Its aim, to present factual, up to date information in an entertaining way, has been achieved in the first two. *Skin and Bone* and *Blood and Lungs* offer a fairly serious scientific text, which employs amusing watercolour illustrations by Sarah Pooley. Written coverage of the subject matter is simple but accurate and adequate, and for the most part the pictures are light-hearted and well integrated.

*Body Maintenance* does not refer to motor cars! It is one of a series of 10 intended to provide an explanation of the main functions and parts of the human body. Each number in the series concentrates on a particular aspect, in this case, body maintenance refers to homeostasis. Considering that this can be a somewhat difficult idea to get across at almost any age, Brian Ward has done a good job. After a brief explanation of the general concept, quite a lot of space is given to various aspects of the endocrine system, as well as water and salt regulation, but information on excretion, urine production, immunity, biorhythms, sleep and tissue renewal is also included.

Peter J Baron

## Slimy stuff

What happens when you breathe? 0241 10971 X. What happens when you eat? 0241 10969 5. What happens when you grow? 0241 10970 1. What happens when you hurt yourself? 0241 10968 X. By Joy Richardson. Hamish Hamilton £2.95 each. Hearing 0 241 10938 8. Seeing 0 241 10939 6. Tasting and Smelling 0 241 10941 8. Touching 0 241 10940 X. By Nigel Snell. Hamish Hamilton £2.95 each.

Parents and teachers will know that most small children have a great curiosity about how their bodies work. There are many books which try to cater for this interest, but they are frequently written in the form of "junior biology" - a simplified anatomy and physiology lesson. Joy Richardson's books approach the subjects from the angle which most appeals to children, that of practical experiment as an aid to understanding.

In *What happens when you eat* they can discover the different taste zones on their tongues, squeeze air along a partially inflated balloon to represent the movement of food down into the stomach, measure out six metres of string for the length of the intestines, and then try to compress it into the size of the abdomen. These experiments and many more accompany a text which manages to convey a lot of accurate information in very simple language. Children will revel in the description of how food is broken down. "Saliva comes out from under your tongue. It makes the food soft and wet". In the stomach it is "soft like

porridge" and in the intestines "the food is very watery now... the goodness in the watery food is sucked up and mixes with your blood". The illustrations are bold, bright and well matched to the text, showing both the digestive organs and processes and also children carrying out the suggested experiments. The books on breathing and growing provide a similar wealth of accurate information. Special child appeal is shown in the descriptions of "the slimy stuff called mucus" in your nostrils, and the experiment where you shake your head over dark paper to collect dandruff.

*What happens when you hurt yourself* covers cuts and grazes, bruises, blisters and broken bones. It describes how the body heals itself, and also refers to medical help which may be needed for more severe injuries, for example, stitches or a plaster-cast. Children are reassured when they learn that their bodies can mend themselves, so reading the appropriate chapter with an injured child will do more than just distract from the pain.

Nigel Snell's series on the five senses has bright illustrations which children find amusing. Aimed at much younger children it provides only basic information about the working of the body. The nervous system is illustrated by little men carrying messages to and from the brain. It conveys the impression that life is fun because of our senses, but would be boring and dangerous without them. A six year old reader soon discovered that "the back page is best because there's a joke on it".

Cathy Duffy

## Everyone's yesterdays

Everyday Life in the Eighteenth Century. By Neil Grant. *Everyday Life in the Nineteenth Century*. By E. R. Chamberlain. Macdonald Educational £4.50 each. 0 356 07536 2 and 07537 0. £3.25 each. 07530 3 and 07531 1.

Picture History: Homes in History. By Molly Harrison. Farming in History. By Ralph Whitlock. Wayland, £4.95 each. 0 85078 310 0 and 357 7.

Dairy Farming. By Geoffrey Patterson. Andre Deutsch £4.95. 0 252 97536 5. Into the Past: Entertainment and Transport in 1900. By Stephen Atmore and Elizabeth Merson. Longman £2.95. 0 582 25055 2. My Story Book of Long Ago. By R. J. Unstead. Collins £4.95. 0 00 195383 4.

"Everyday things" came into the classroom with the Quennells, whose perennially popular books started appearing well over 60 years ago. They relied on their own clear and simple drawings. Today's more sophisticated teachers and specialist picture researchers can offer colour, splendid photographs, a wealth of glamorous modern reconstruction paintings, all devoted to fleshing out the bare and wordy historical framework and bringing the past back to life.

Macdonald's *Everyday Life* series pulls out every pictorial stop. Both books range widely, if sometimes unevenly and vaguely, over Europe as

well as Britain. Both rather stress the bad old days and ways, ignorance, injustice, cruelty and poverty; and the shadow of revolution hangs over Neil Grant's *Eighteenth Century* until 1789 arrives on the pretty (and only slightly gory) last page.

There are plentiful reconstruction paintings, often informative but insipid and unreal. E. R. Chamberlain's *Nineteenth Century* can rely on the fascinating detail of realistic paintings, many of them unfamiliar, drawn from galleries all over Europe; while the photographs include a particularly enjoyable series of stereoscope views showing just how a young lady should don her crinoline. This is a rich compendium.

The Picture History series is less prodigal with its illustrations: just one on each left-hand page, facing a commentary that takes out interesting features. Molly Harrison tends to see *Homes in History* as unhygienic, overcrowded and nasty by the standards of today's push-button plastic aridity. Ralph Whitlock brings to life the practical realities of *Farming in History*, but his pictures are disappointing; many are nineteenth-century or modern reconstructions, the black-and-white originals daubed with blotchy and unnecessary colour. Identifications are so vague that the membership certificate of Joseph Arch's union is described as "almost certainly an illustration to a periodical". Molly Harrison caps that with "an eighteenth-century illustration by an unknown, possibly Scottish artist, which prob-

ably appeared in a book". And her source was the British Museum! But you can forgive her much for the cover painting, a lovely detailed cottage interior by a Victorian teenager.

Geoffrey Patterson's *Dairy Farming* is as simple and straightforward as its title. Text and jolly coloured drawings offer cows, cheese and machines for the young. *Into the Past* is equally uncomplicated. The nostalgic grey-and-white of its photographs is a relief after so much colour. *Entertainment and Transport in 1900* (also available as two separate booklets) supplements them with brief snippets of reminiscence in a mixture that will stimulate many an aged memory. Grandparents, take cover; the inquisitive kids will after you soon. *Entertainment* is particularly good at the child's-eye view, emphasizing home, street, beach and playground rather than theatre or football match.

R. J. Unstead's snippets of past life range more widely than these. Grandpa, who reasonably enough starts telling young Tom (has he been reading *Into the Past*)? about his Second World War childhood, soon gets carried away into telling all he knows about assorted bits of world history. The big, bold pictures tend to be impressionistic rather than accurate; those chaps building Stonehenge are really outline effort into it, but too often the other people and places are anachronistic or misleading.

Tom Corfe

## Information information

Ways of Knowing. By Peggy Heeks. Signal Bookguide £2.25. 0903355 11 6.

Many teachers and librarians who are confident of their knowledge of children's fiction, qualify before the avalanche of information books which are published each year and are at a loss to know how they can tackle selection in a logical way. In *Ways of Knowing* Peggy Heeks sensibly decides to limit the scope of her bibliography to a formerly neglected but now fast-growing area of publishing: information books for seven to nine-year-olds. Mrs Heeks states her aims clearly and concisely in her introduction. These are to provide a basic book selection tool and a basis for workshop discus-

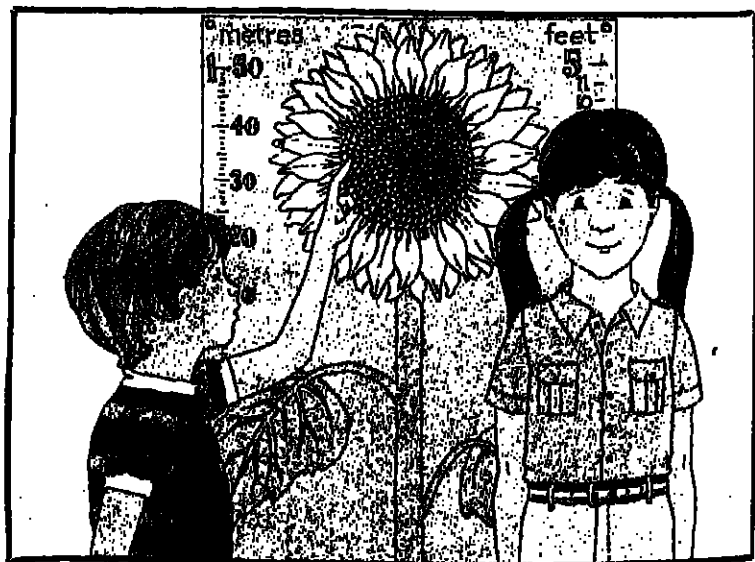
sions, to help extend topic work and to assess the current state of information book publishing, which she achieves very well.

The intention, as in all good information books, is not to spoonfeed the readers with statements of fact, but to invite and encourage them to reflect and adapt the ideas to their own needs and experiences. The criteria for selection emerge not only in a useful summary at the end, but are always implicit in the annotations themselves and the division of the list into subject groupings lends itself to useful comparison books for seven to nine-year-olds. Mrs Heeks states her aims clearly and concisely in her introduction. These are to provide a basic book selection tool and a basis for workshop discus-

sions, to help extend topic work and to assess the current state of information book publishing, which she achieves very well. The major points of criticism which emerge are those which have given rise to concern for some years now, including over-inflation, subject matter which relates hardly at all to the child's own experiences, uninspired use of language and vocabulary, and the need for the individual enthusiast to write for children and convey their love of the subject in hand.

All in all, this is a sensible and down-to-earth guide to a complex subject, which should stimulate interest and discussion amongst teachers and librarians alike. Let's hope some of the publishers take a look at it too.

Vivien Griffiths



From What Happens When You Grow

## Baby news

Our new baby. By Grethe Fagerstrom and Gunilla Hansson. Macdonald Educational £4.95. 0 356 02620 0.

Before you were born. By Margaret Sheffield and Sheila Bewley. Jonathan Cape £4.50. 0 224 02085 4. £1.95 0 2964 9.

It took me many years of guesswork, hints, surreptitious conversations and sneaked glances at books to get some idea of the basic facts of reproduction and childbirth, so I've welcomed the wave of books giving information about these things to today's children. The scope of the subject is so large, however, that it's not surprising that many books fail - or more often do not attempt - to tackle every aspect of this most emotional subject.

Books which try to explain everything about childbirth to children need to be accurate, with good illustrations, but to be more than merely clinical. They need to be attractive and able to be shared with others. They should tackle fears and difficulties honestly, and with a reassurance, which will encourage children to come back and read again.

Our new baby - "a picture story for parents and children" - successfully does all these things. Peter and Lucy are going to have a new brother or sister, and their parents explain the whole process to them with an enviable Scandinavian thoroughness and lack of embarrassment which could become insufferable if we didn't also see them

being bad tempered, miserable and occasionally thoughtless - just like us. It's a good story about the changes pregnancy and new babies bring to families, told from the children's point of view throughout. The book looks beyond the family; it touches on consumer pressures on parents, for example, and introduces us to neighbours with different types of families and extended families, single parents and adopters. It's all told with humour and flair, and is a good description of how families are happy, despite the crabbliness.

Like a government health warning, the foreword tells us that it is important that the book is read with an adult in whom the child has complete confidence. This is much more than an anecdote. This is the best therapeutic book for children, like the best of the sharing and love, a by-product of behaviour towards children. It also shows children that being a parent is hard work. It's the only book I may have fought over. Every time it was left down, someone took it away, and one child solved the problem by getting up to read it in the middle of the night.

Before you were born tries to convey the sense of wonder and mystery of life before birth by simple words and tranquil pictures. There's a magical dreamlike quality to the pictures, which I found a bit disturbing at first. This book takes time to make its impact, and should be left for a child to discover and explore, rather than simply read with an adult.

John Duffy

## Far off days



Gutenberg, the inventor of printing, appears in the "New Horizons AD 1453-AD1650" section of *Datelines of World History* (Klughamer £5.95) by Guy Arnold. There are thousands of significant dates as well as articles on chosen topics, all attractively presented, chiefly from a European point of view, but with more than a glance elsewhere.

potamia, India and America) is a superb picture reference book. Its text is clear, concentrated and purposeful. Anything up to a hundred detailed and documented drawings fill each colourful spread. If you would know precisely how things were, this is your book. Use it for story-writing, projects, modelling or picture-making, drama or simulation; it is packed with information and ideas. Everything is clear and soundly-based; no blurred artists' impressions or discreetly placed smokescreens.

Prehistoric Man turns out to be deceptive and disappointing. Bernard Long's large, Ladybird-style paintings

are, you soon realize, very carefully based on good evidence, even if *Ranapitecus* resembles Fido begging, and the capering cave-artists come fresh from the local disco. But Rupert Oliver's worthy text runs into one disaster after another, from "the first link in the long chain of human evolution lived 60 million years ago in North America. Today scientists call it the *Plesiadaplis gideleyi*" to "about five thousand years ago, in the Babylonian city of Sumer, workers at the temple invented writing". Plodding prose and barren jargon spoil an otherwise useful survey.

Tom Corfe

## Collar and tie history

History in Focus Series: Merchants and Traders. By Frances Wilkins 0 7134 1311 5. Music and Musicians. By Eva Bailey 0 7134 1310 7.

People at Work 1930-1980s. By Cherry Gilchrist 0 7134 1366 2. Batford £6.50 each.

Growing up in the 1950s. By C. A. R. Ellis 0 7134 1367 0. Batford £6.50 each.

Growing up in the 1960s. By Richard Thomas 0 7134 1342 5. Batford £6.50 each.

The advantage of the topic approach in history is variety, and *History in Focus* embraces such disparate topics as bones at work, local records and even astrology. But the converse of the wide range is a lack of cohesion. In the absence of a declared rationale behind the series or any obvious links between topics, one is driven to the conclusion that what dictates the choice of topic series is what Batford's writers happen to have most readily at their finger tips.

*Merchants and Traders* goes back briefly to the earliest known traders, the Sumerians and Phoenicians and then focuses on the British experience in the context of Europe and then

of the world. The seamy side of international relations could perhaps be more emphasized for what it was and is, as well as their economic success - the total sacrifice of principle to profit, for instance, in the slave trade on which so many fortunes were founded, and the well-established and continuing exploitation of indigenous workers in areas of the East and the South for the greater comfort of Europe and America. But as a straightforward, clean-lined account in the Liberal free-market tradition this works well.

*Music and Musicians* is a respectable collar and tie wearing account, too. It's not that it concentrates entirely on art music; shantymen and folk singers, broadside balladeers and music hall artists all appear here too. But it seems a pity that what surely a majority of its readers will understand by the word "music" is hardly there at all, and today's vital Caribbean influences are virtually ignored.

These two additions to the Growing Up series - which does have an obvious rationale - have an authentic ring to someone who did grow up in these years. What seemed in the fifties to be

an essential second-rate drabness is captured well, particularly in the black and white photographs. The fifties were a monotone decade. Nothing was like it had been pre-war; anything which was new was either despised or admired for it. Then suddenly it turned out we'd never had it so good and there was the country set swinging with hardly a push. *Growing up in the 60s* conveys the social progress of the decade without dwelling much on the permissive revolution. Ignoring the extent to which girls and women were able to get a new and longed-for control over their lives because of the contraceptive pill does seem to be an important omission.

All these books are well illustrated, by contemporary prints and paintings as well as photographs. It's apparently too much to ask that artists should always be named where known, and illustrations dated, however approximately, but it's good to see even the occasional attribution to "a Victorian artist's view" and reference to "a painter dated 1459". More of the same would be welcome.

Jessica Saraga

## New dimension

The Human Body. By J. Miller and D. Pugh. Puffin £7.95. 0 224 02086 2.

The only real introduction to this specialist publication is a hard sell paragraph printed on the back. This invites you to "Discover for yourself what happens inside your body. By operating the scale models employed in this unique book you can make a heart beat... and so on. Certainly the first page is startling: a skinless man pops up, and if you open and close his two pages slightly, the jaw drops up and down, the tongue rises and the eyelids travel backwards in a simulation of swallowing. Other double spreads contain an eye with a fly on its retina, a working ear, a fly on the trunk, dubbed

the "service module", which allows one to lift off the surface muscles, fold out the ribs and lungs to reveal the heart and numerous abdominal organs. And still there is more: a larger, but not very functional, thorax and lungs, a big working heart with blood vessels and, finally, a three-dimensional representation of the top half of a body, to emphasize the importance of joints and muscles.

It all works, after a fashion, and probably as well as could be expected for pieces of paper which fold into book form. Numerous tags, to pull and push, all show something informative. The text is mostly key-verb, by numbers, to the illustrations, showing the tendency to brevity which often occurs where the emphasis is on graphic communication. Its familiar style talks about the "brain as a computer," the

video tapes which store visual information, along with more conventional descriptions, explanations, and comparisons.

This is an attractive book with a reasonable price tag, but how viable is it in formal education? How quickly will your kids, even if they are meek and mild, tear or wear the delicate hinged parts of the pop-ups? Do children really know enough about the workings of television cameras and computers for such machines to serve as primary concepts which may lead them to an understanding of functions in the body? As a one-off, to introduce some variety, I think it really would be a worthy purchase. Class sets? Well, that's different.

Peter J Baron

## Routes to map making

AA Junior Atlas of Britain. Edited by Julia Brittain and Christine Sandeman. AA Publications Division with Hamish Hamilton £4.95. 241 11041 6.

A children's atlas is not new but a specialist route planner atlas for children is. It will satisfy the young, enquiring, restless mind on journeys and should also prove useful in schools.

This 96-page book explains, in simple terms, How a Map is Made; The Scale of a Map; Using Map Grids; The Story of Roads; Motorways; A and B Roads; Vehicle Marks; Traffic Police; Emergency; Distance and Conversions; How to Plan Your Route and Map Symbols. There are 30 pages of road maps of England, Wales and Scotland on a scale of 8 miles to 1 inch. An index with six town plans fills the remaining pages.

Route-planning exercises are included, as well as several "activities", such as Silhouettes, an idea for learning about grid references. The publicity claims that the games can be played "again and again and help the miles to pass", but I fear they will be done very quickly, once.

The maps are easy to use with primary routes clearly marked, colour-coded roads, symbols to show "entering places to visit" and counties designated in different colours so that children can look for boundaries. The Scilly Isles, Ireland and the Channel Islands are omitted. The Farne Islands are in the index but not on the map. Some placenames are spelt wrongly, for example Shackerstone, in Leicestershire. The logic of showing unclassified roads is not clear as some are included and many others left out but on what grounds is not stated. For

instance, the minor road from Tilton to Oakham, Leicestershire, is partly drawn in but then is discontinued after a few miles.

Better indication of relief on the maps would have helped though the editors may have decided that this would add complications. It would have helped to have distances given between points along roads as in most road atlases since children could more easily calculate distance travelled, etc rather than using a strip of paper as suggested on page 13.

The AA commissioned market research among children, parents and teachers to find out the needs for this kind of atlas. This is very commendable, but they should have asked geographers and atlas consultants what was needed too. This would have produced changes in the format of the maps to cater for spatial abilities and deficiencies in the readers. For example, it would be better to include pictures or photographs with the route maps; these could have been arranged in strip form; chosen routes might have been selected for different parts of the country; maps could have avoided the double page with the inevitable split in the middle by being landscape style; a more rational selection of symbols and relief designation could have been made. Research shows this to be a most productive area for improvement in all atlases.

This atlas does not live up to its exaggerated publicity but it is useful. A great chance has been missed, however, to make a revolutionary children's atlas which really meets the needs. In this instance the AA have been too prone to adhere to their normal, conventional map collection.

Bryan Waites

## Save the past for the future

Discovering the National Trust. By John M. Parry. Macmillan £5.95. 0 333 35346 3.

"A passport to treasure" is the slogan on the cover of this book. Interestingly written and well illustrated, it aims to introduce children to the work of the National Trust and the National Trust for Scotland. After explaining that their task is to conserve "for ever" places of historic interest or natural beauty, it describes particular examples such as windmills, hiding-places, bird sanctuaries, ancient castles or Cornish steam engines.

There are three main sections: where people lived, places where they worked and the outdoors, with useful

lists of examples grouped by regions. In many cases the author, who is a teacher, has introduced a child into the text to attract the interest of young readers. These range from a 9-year-old mill worker who did a 13-hour day; six days a week, to a 12-year-old whose father died leaving him an income of £200,000 a year and the title Lord Egmont.

The section on elementary schools of 100 years ago, aptly titled "Sit Still!", will particularly interest children, as would a visit to the Trust's schoolrooms listed - at Sudbury Hall, Derbyshire; Cragside, Northumberland; Shugborough, Staffordshire; and the Angus Folk Museum, Tayside.

Gillian Thomas

## Discovering The National Trusts

John M. Parry

"skilful story telling about exciting discoveries, secret hiding places, fanatical collectors and imaginative feats of engineering, that will spur the reader on to explore for himself..."

Elaune Moss, The Good Book Guide

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## RESOURCES

## notes

## MICRO-MYSTERY

Computers are even affecting drama productions now. With a grant of £6,000 from the Department of Industry, the Snap Theatre Company of Bishop's Stortford in Hertfordshire are touring primary schools with *Micro-Mystery*, a play about Nani and her microfriend (computer), who go on a mysterious journey to find the computer's voice.

The play is followed up by workshops in the classroom. The children learn about the role of computers in industry, medicine and the home, and have to suggest ways in which they would use a computer.

Four actors and a computer with voice synthesizer (provided by Acorn and Sinclair Electronics respectively) are taking the play round 70 schools in Essex, Hertfordshire, Bedfordshire and North London. After a short break performances resume on December 5.

Tomy Armatron, £25 from Tandy stores. Micrograsp, £145 kit; computer interface board £48.50; Genesis P101, £954 kit; £1,650 ready built system. All available from Powertran Cybernetics, Portway Industrial Estate, Andover, Hants (tel 026464455). Armadroid, £250 kit from Colne Robotics Ltd, 1 Station Road, Twickenham, Middlesex (tel 01-892 8197).

Automatic machinery has been a feature of the industrial scene for many years, but the development of industrial robotics had to await the advent of small, cheap and powerful microprocessor controllers. Robot arms rather than specialist machines, are used because of their flexibility and ease of programming. The general shape suits the normal working environment and will adapt to a wide range of tasks; programming is usually carried out simply by a skilled human operator guiding the hand.

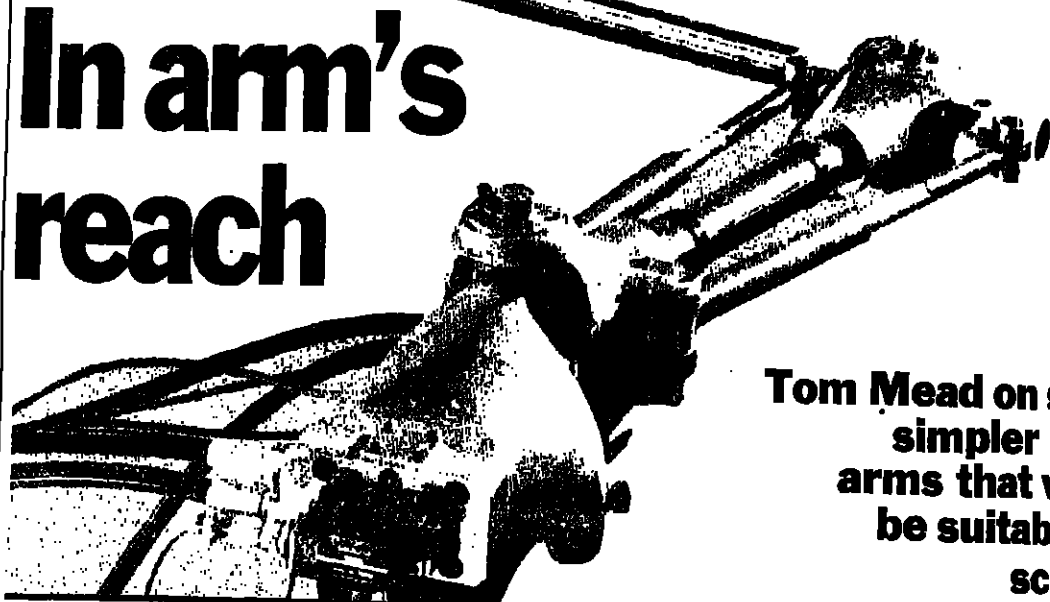
Large quantities of numeric data are acquired and stored in the memory of the microprocessor controller and the movements acquire a subtlety which conventional methods of programming are hard pressed to reproduce. The obvious questions raised for educationists are: should a study of robotics and its implications form part of the curriculum and is it worthwhile for schools to allocate scarce financial resources to the purchase of a robot arm? The former is not generally disputed but it is tempting to believe that a videotape of a robot is as useful as the real thing. Most technology courses emphasize the creative nature of the design process, but the education of an engineer must also encompass the study of existing devices and methods, and to accomplish this schools require access to at least some real machines.

The design of educational equipment is a specialized field; the devices must not only operate but also reveal the method of control and actuation. The "Gee Whiz" type of black box device which does something extremely clever but cannot be opened up, examined and modified is of little use to the teacher of technology. Extra instrumentation, practical manuals and study guides are essential. By these standards no commercial device passes the test of wide educational utility at the school level.

The following are some available units: the Tomy Armatron (sold by Tandy), at about £25, is a remarkable piece of mechanical engineering: a six axis mechanical arm driven from a single electric motor. It is controlled by two joysticks, each affecting two axes orthogonally and a third by twisting the top. The main motions are dual speed so that at least 32 different actions can be accomplished by each stick, all through an amazingly complex but compact series of gears.

The Armatron is an extremely valuable instrument to demonstrate the

## In arm's reach



Tom Mead on some simpler robot arms that would be suitable for schools

range of motions which need to be controlled, and pupils find it fascinating. It is hoped to produce a similar arm which uses electrical rather than mechanical control and therefore might be interfaced to computers.

The Micrograsp, from Powertran Cybernetics, costs £145 in kit form with a computer interface board available at £48.50 for machines like the ZX81 and Spectrum which have direct access to the computer bus lines. However, the electronics have to be modified if it is to be used with BBC or RML machines and no details are given of this. The arm is driven by servo motors which turn both the limbs and variable resistors, producing a voltage output which indicates the position reached.

Circuitry on the interface board continuously compares the actual voltage with the value set by the computer and switches the drive motor off when they become equal. This is a powerful method of control as the main computer does not have to waste time on the detail of monitoring; and any number of motors can operate simultaneously. But it is not possible to read back the voltage to check that the required position has been reached.

The arm itself is of light construction with motors mounted directly at the joints necessitating very heavy counterweights and it is alarming to see the variable resistors used as structural elements. Overall this is a difficult construction with scanty documentation and little provided in the way of control programs.

The Armadroid, produced by Colne Robotics at £250 in kit form is a six axis arm worked by stepper motors through an ingenious series of strings

and pulleys. The whole thing is both clever and compact. The drive mechanisms are arranged so that all of the motors can be mounted at the base of the arm and movement of any one limb does not affect the orientation of the others.

Stepper motors differ from ordinary motors in that the movement is not continuous but rather, as the name implies, in a series of discrete steps, 48 or 96 per revolution. A datum is established by means of small magnets and reed switches and a count is kept of the number of steps which have to be applied to each motor to attain each required position.

Unfortunately there is no way of determining if some obstruction has caused a motor to miss some steps and this, coupled with the play on the string drives, makes the arm less precise than it might be. The interface is of a general type capable of being used with most computers and Colne can provide high quality software for most popular computers which allows the arm to learn movements by steering from the keyboard and then playback on demand. An exciting development is the recent introduction of a low resolution solid state TV camera system, Colvis, which can be mounted on the arm and provide computer input of a view of the field of operation.

The Genesis P101 from Powertran Cybernetics costs £954 for a kit and £1,650 for a ready built complete system, both including a dedicated microprocessor controller. The arm is hydraulically powered and capable of lifting loads of at least 1.8 kg and is solidly constructed from high quality parts. The position of each joint is monitored by a contactless transducer

and can be read back at any time by the controller. The simplest mode of operation is to use only the internal microprocessor and a hand controller; a sequence of movements can be taught and replayed, continuously.

Eight separate programs can be stored in battery backed-up memory. A computer interface is also provided which allows an external machine to control the arm. The master computer can read positions and order movements with the detail being left to the slave machine - the arm is sufficiently substantial for extra sensors to be mounted and used for more sophisticated control.

The price differential makes the purchase of a kit very attractive, but construction, particularly of the electronics, requires experience and skill.

There is room in the market place for a teaching unit on robotics and control in general, and there is certainly a need for the expansion of real engineering in school education even, dare one say it, of an increased academic approach to the subject. The current boom in the use of microprocessors in education has so far concentrated on software, an emphasis which belies the fact that in the real world the majority of microprocessors are performing control functions.

The nature of educational progress implies that curriculum development makes little headway without external equipment and training and this is particularly important in the field of technology. The development of both awareness and specialist courses in microelectronics and control technology should be a priority.

## MEDIA

The most significant initiative in modern language teaching in the last five years has been the spread of graded objectives schemes. Over 80 groups of teachers are working on local schemes trying to meet the needs of pupils who are not expected to reach CSE or GCE standard. All the schemes obey the new watchword of communicative competence and classify language by what pupils need to do with their skills rather than by their ability to analyse structures.

A major stumbling block in terms of classroom realities, however, has been the lack of suitable teaching and learning materials geared to the new definitions of language. It has been one thing to develop the theoretical syllabuses, but getting pupils actually involved in performing the various language tasks has proved more daunting.

In the past it has been possible to adapt existing broadcast series but this was unsatisfactory. So this year BBC radio has launched a major new initiative designed explicitly to support Graded Objectives schemes. Two series have been produced to date: *Par étapes* and *Graded Objectives: German*.

Both select survival situations which are commonly found in most new syllabuses - finding your way, travelling around by bus and train, talking about where you live. In each case a number of core dialogues are spoken by various voices. They are clearly recorded and sound effects help to locate them in different situations.

Emphasis is on gist comprehension and the important skill of learning to discard unnecessary material. The responses required from the pupils are carefully restricted; the principal use is likely to be with Level 2 classes.

A further point in common is that both series are meant to be recorded and used by the teacher on the classroom tape recorder. Neither can be listened to right through without using the pause and re-wind controls.

## VIDEO

Search for Britain's Gold  
Six films x 20 minutes.  
Price: £60  
Produced by the Occidental Consortium, available from Guild Learning, Guild House, Peterborough PE2 9PZ.

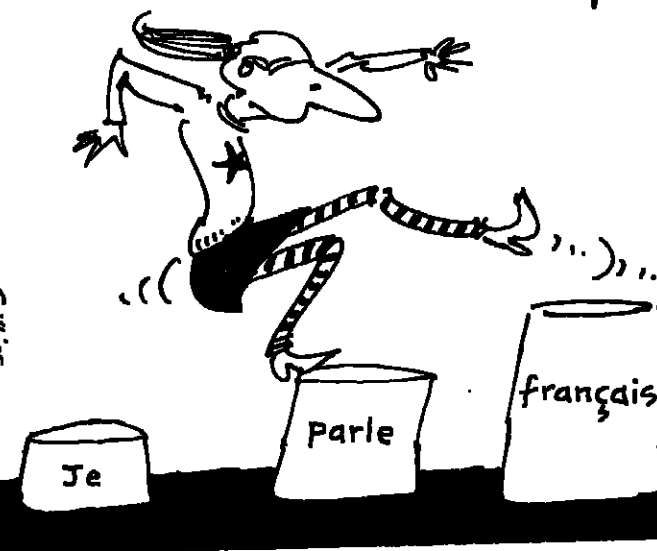
"North Sea oil has been described as having as great an impact on our economy as the industrial revolution," says the publicity material for this six-part video package. The claim is rather open to doubt; the microchip might be a more legitimate candidate for such a historical role.

But aside from the boardroom intrigues and family melodramas that mix oil with soap so easily in *Dynasty* and *Dallas*, the workings of the industry are not widely understood. Despite the importance of oil, and its effects on the particular areas of the country, there is a paucity of educational material.

These films were produced by Occidental North Sea, an American consortium which was awarded a licence by the Government for oil exploration in 1972. The films tell the company story, making it more or less inseparable from how the business of producing oil is successfully carried out.

Sandy Gail is the presenter throughout, and he gives the enterprise the style of an investigative television documentary, lending it the air of independent objectivity that such

## Step by Step



Brian Hill reviews two language series

There are, however, one or two significant differences between the French and German series. *Par étapes* makes much more use of the studio presenter. He is friendly, encouraging and directs pupils to specific activities, such as diagrams in the accompanying notes with instructions to fill in grids, tick the correct boxes, make up lists or trace the directions given on a town plan.

In the notes, written by Derek Utey, every lesson starts with a table for the teacher showing the function of each section and the language areas which pupils could be expected to understand, together with the key items they could also be called upon to say.

The exercises are crucial to the successful use of the programme and the teacher is asked to duplicate them

or to make overhead projection transparencies for classroom use. There are many innovative ideas, though some of the hand drawings could be criticized for not being clear enough.

The German series does not have a directed structure for the activities and the presenter has a minimal role, confined largely to giving the titles of subsequent dialogues. There are no references to specific exercises and the radio content is, therefore, a succession of relevant dialogues and situational conversations which the teacher is left to exploit in the most appropriate way.

The notes, written by Ted Neather and Donald Richards, have a different feel from the French ones. To start with the whole transcript of the radio programmes is given, something which in recent surveys of priorities teachers

have put at the top of their list.

There are of course many specific and interesting suggestions for follow up together with examples of exercises. The emphasis here is more on reading skills and text than on pictures and grids. A further difference is that while being most appropriate for Level 2, the German series does provide some material for Level 1 and one programme, on Leisure, for Level 3.

It is too early to say which of these approaches will ultimately have most success. Both have their strengths. Even more crucial now will be the way the programmes are presented and used by the teacher in the classroom. It will be interesting to see which elements of each prove the most popular and it may be that future series will aim for an approach somewhere between the two. The ultimate test will be how far they manage to get the pupils actively involved in using the language in a purposeful way and how far they really do train the communicative skills.

*Par étapes* is being broadcast each Monday from 10.45-11.00, but the German series was selected for block transmission in September. The pattern of schools radio broadcasting has become almost impossible to decipher with night-time transmissions, daytime block transmissions and traditional week by week transmissions. It is clear that we are all going to have to pay a lot more attention to the fine print in the various BBC publicity leaflets.

If recordings have not been made for any reason, cassette copies can still be obtained by contacting BBC Emergency Cassette Service, Centre for Educational Technology, County Civic Centre, Mole, Chislehurst CH7 1YA. The notes are available from the Language Centre, Brighton Polytechnic, Falmer, Brighton, price £1.35 (French) and £1.15 (German) both inclusive of postage.

Next week: Brian Hill on Greek Language and People and L'Italia dal Vivo

## Britain's gold

programmes are supposed to have. This is a cheat, for it suggests the product of the probing journalist when what's essentially involved is a very slick corporate PR exercise. The films should be approached with this caveat in mind.

The filming is well paced, the interviews lively and the technical information given colour - and all well backed up by teachers' notes, worksheets and leaflets that are illustrated with photographs, diagrams and statistics.

"In the Beginning - Exploration for North Sea Oil" is an introductory unit which covers the groundwork of turning oil into business. The first steps include how Government production licences are obtained, how capital is raised, and initial exploration of the sea bed, before the development and production of oil.

In Occidental's case, two dry wells had to be sunk before oil was struck. "Drilling an Exploration Well" the second film, follows in detail the process of exploration. Here we learn about the geological factors in the location of oil deposits, we see how seismic surveys are used to determine their whereabouts and the different

drilling techniques are explained.

"Claymore - a Factory for Oil 120 Miles from Land" tells the story of an oil rig, from how the platform is designed, built and positioned at sea, to its everyday operations and communications, shift-work patterns and living facilities.

A pipeline runs from the Piper and Claymore fields to the Flotta terminal on the Orkney island of Flotta in Scapa Flow. There the crude oil is processed, stored and loaded on to tankers. These processes are explained in the fourth film, which also puts considerable emphasis on the environmental factors influenced by the siting of the terminal.

The themes of responsibility - to employees and to the environment - are pursued in the concluding films. In "Safety at Work in the North Sea Offshores" Sandy Gail visits the special helicopter training sessions carried out in Aberdeen, and reports from a special Fire School established by the oil companies to provide fire training for oil platform workers.

Among the other measures necessary to cope with the heavy human risks involved in North Sea exploita-

tion are emergency safety ships like the *Tharos*, which is a floating combination of fire station, diving station and hospital, fully equipped with an intensive care unit.

The final film establishes Occidental's concern for and proven record of responsibility towards environmental factors, including the protection of bird and marine life.

This probably sounds like a thorough enough approach to what goes on there out in the oil fields. It is, of course, not the whole story. We hear a lot about investment, social responsibility and the unimpeachable safety precautions that are taken - which is all to the good. But the films don't really look at what oil means to the British economy. Britain's Gold? Well, yes, but American profits too after all.

And what does the oil boom mean to the people of Aberdeen, and the communities of the Orkneys and Shetlands? How has it affected the fishing industry?

I find it difficult to believe that the pollution caused by the industry has such a negligible effect on the environment. It would be more instructive to know exactly what the price is that has to be paid for the industrialization of the North Sea. No doubt many people regard oil as a mixed blessing. Here the interviewees and the experts have been carefully chosen to avoid any suggestion of that kind.

Liz Heron

briefings  
radio & tv

For schools

## MUSIC TIME

(Monday 10.15  
Thursday 14.15, BBC2)

"Fast and Slow" is a programme to help seven to nine-year-olds recognize changes in the speed of the regular beat of a piece of music. More Christmas songs are introduced and teachers are advised to record the programme.

## DOCUMENTARY RE-RUN

(Monday 11.00, ITV)  
A unit of three programmes selected to show how documentaries examine different aspects of different societies. "The Church of England" this week.

## HÖR DOCH MAL ZU!

(Monday-Friday 00.30, VHF4)

NBS A series to encourage pupils with little German to continue their studies. The 15-minute programmes comprise a miscellany of short items in German offering information about life in Germany and some language practice.

## WAYS WITH WORDS

(Tuesday 11.08, ITV)

"Don't Open the Door if it's a Wolf!" explores the feeling of fear and aims to show eight and nine-year-olds that fear is natural and that reading about it can help them cope.

## MATHS TOPICS

(Wednesday 10.38, BBC2)

This resource series gives 13 to 16-year-olds advice on "Data Reduction". Shows how to calculate "average" and "spread" in a given set of data.

## DICH O Y HECHO

(Thursday 9.15, BBC2)

How do you cope with pesetas and ask for the things you need in Spanish? These mini-programmes use simple sketches, actuality film and graphics to teach basic communication skills.

## CRAFT, DESIGN AND TECHNOLOGY

(Thursday 9.59, ITV)

This programme emphasizes the importance of the designer. Shows first the craftsmen who built Dover Castle and then moves on to the revolutionary ideas of Leonardo da Vinci.

## LIVING LANGUAGE

(Thursday 14.00, VHF4)

An adaptation of Paul Theroux's book "London Snow". Will Mrs Mutterance be thrown out of her home before Christmas if she can't pay the rent?

## GOOD HEALTH

(Friday 10.09, ITV)

"Love Your Lungs" aims to prevent nine to ten-year-olds from being tempted to smoke. An animated sequence shows how air is breathed in and oxygen used to keep us alive.

bouring stars, our local galaxy and the whole universe are reviewed in a splendid collection of slides.

The same high quality also characterizes the second radiovision programme on telescopes and space probes. Hopefully children will be able to see those slides projected in the well-darkened conditions they deserve.

The series will end in December with a programme devoted to questions and comments sent in by pupils themselves. This should provide a lively and instructive 20 minutes that is certain to lead to further improvements and additions to what is already a well researched programme.

This series deserves wide acceptance in schools. Teachers will find that it not only supplies many explanations but helps to distinguish between science fact and fiction. In the search for explanations, however, it would be regrettable if anyone overlooked the truth of JBS Haldane's dictum that the universe is in fact queerer than it is possible to imagine.

F Anstis

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Five laminated work-cards and pupil-designed colour wallcharts  
**HANDICRAFTS: OBSERVING: FINDING THINGS OUT: MODELLING & WORKING THINGS OUT.**

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Name .....

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To: School Liaison Officer, B.S.A.  
34 Park Street, London W1Y 3PF.



## Star gazers

## RADIO Astronomy

A series for 9 to 12-year-olds.  
Radio 4VHF, Thursdays 10.15.

Among the pure sciences astronomy is as well represented on radio and television as any and probably better than most.

In a recent review of Stephen Hawking's performance on a *Horizon* programme concerned with black holes and other astronomical phenomena, one writer explained the popularity of astronomy by asserting that the incomprehensible always attracts the most enthusiastic fan club.

A series of ten programmes have now been devised for Schools' broadcasting to introduce children in the upper classes of primary schools to astronomy. The compilers declare a triple aim: to introduce the subject by setting it in its context of history and development; to encourage practical observations and recording of simple experiments; and to provide a more informed understanding of current

exploration of the solar system.

On the basis of programmes already broadcast, a look at the teachers' notes and a preview of which form an important part of the series, it seems certain that these aims will be realized. The programmes will make astronomy less incomprehensible but will also assuredly increase enthusiasm.

Flexibility and variety are keynotes of the series. No two programmes are presented in exactly the same way, and whilst some are better listened to in their entirety, others are better presented in smaller portions. Ample guidance is supplied in the teachers' notes and in the first programme which is designed as a teachers' guide.

Astronomy is generally associated with the use of telescopes, but a great deal can usefully be accomplished with simple models and open-sight instruments constructed from readily available materials. Such activity not only seems to follow the footsteps of early

astronomers but also provides the best possible starting point for a proper understanding of the basic movements of the heavenly bodies.

Although a telescope is unnecessary, it remains true that astronomy cannot usefully be studied without a look at the night sky. This inevitably presents problems in day schools, but already teachers have been making arrangements for pupils to return in the early evenings to look together at the November stars.

Programme five helps in this respect by introducing the use of simple star charts and encouraging children to look for themselves for some of the prominent stars and constellations. In this activity help might also come from parents and members of local astronomical societies.

The first of the radiovision programmes, which opens with a view of a rocket launch from Cape Kennedy in 1971, fittingly demonstrates that man's interest in astronomy is best regarded as a journey in search of knowledge. The Earth, the solar system, neigh-



## Index to Appointments vacant, Wanted and other classifications

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## PRIMARY HEADSHIPS

(continued)

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## West Thurrock, Kent

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## GROUP 5 ROLL 271

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## BROMLEY

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## BROMLEY

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## PRIMARY EDUCATION

continued

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teaching situation for one  
term.  
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2796.  
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NEWHAM  
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contact Head Teacher: 01-552  
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Application forms (s.a.e.)  
available from the  
Director of Education to  
whom completed forms should  
be returned by 22nd Novem-  
ber 1983.  
Education Office, 383 High  
Street, Stratford, London E15  
4RD. (0695) 110022

## OLDHAM

LONDON BOROUGH OF

## TEMPORARY SCALE 1

ST MARGARET'S C.E.

PRIMARY SCHOOL

Hive Street, Hollingwood,  
Oldham

Required for January

1984, for the Junior De-

partment of the school for

open-plan Primary School.

Ability to offer musician-

ship, preference will be

given to communicative

teaching techniques.

This post is temporary

to 31.12.1984. The post

holder will be responsible

for the school's P.M.C.

Application forms (s.a.e.)

available from the Director

of Education, 100, Market

Street, Oldham, to whom

completed forms should be

returned by 22nd Novem-

ber 1983.  
Education Office, 100, Market  
Street, Oldham, OX4 1JG.  
(0695) 110022

## OXFORDSHIRE

## COUNTY COUNCIL

Children's Education

Department

Oxford

Required for January

1984, for the Junior De-

partment of the school for

open-plan Primary School.

Ability to offer musician-

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teaching techniques.

This post is temporary

to 31.12.1984. The post

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Application forms (s.a.e.)

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Education Office, 100, Market  
Street, Oldham, OX4 1JG.  
(0695) 110022

## SOMERSET

## SPECIAL NEEDS UNIT

SEIGEMOOR MANOR

COUNTY JUNIOR

Bridgewater

For May 1984, Teacher

Assistant, to take charge

of the new unit situated in

the school. The unit will

be for the year 1984/85.

The person appointed

will be expected to co-ordi-

nate the unit with the rest

of the school and the Local

Education Authority.

Application form and de-

tails (S.A.E.) from The Staf-

ford Education Office, 100, High

Street, Stratford, London E15

4RD. (0695) 110022

## SOUTH GLAMORGAN

## COUNTY COUNCIL

OUR LADY QUEEN OF THE

INVERSE ROMAN

CATHOLIC PRIMARY

SCHOOL

Cwmbran

Teacher: SCALE 1

Application form and de-

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Street, Stratford, London E15

4RD. (0695) 110022

## SURREY

## EDUCATION COMMITTEE

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## WEST SUSSEX

## ST. NICOLAS &amp; ST. MARY'S

CATHOLIC PRIMARY

SCHOOL

Bognor Regis

For May 1984, Teacher

Assistant, to take charge

of the new unit situated in

the school. The unit will

be for the year 1984/85.

The person appointed

will be expected to co-ordi-

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Application form and de-

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4RD. (0695) 110022

## WILTSHIRE

## EDUCATION COMMITTEE

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## Remedial Posts

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S. ANSELM'  
Buknwell  
U. A. P. H. Boarding

Two new laboratories are being built and ready for use in September, 1984.

Classes over there in a stream, through school, and a scholarship record to Public Schools.

Willingness to be involved in the school essential.

5. Anselm's School on Burnham. Teachers' perennation. Very

Please apply in person with telephone number 214-761-1111.

**Bukowni,**  
**(63056)**

**Other than by S**  
**Classification**

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**Other Assistant**

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**EALING**  
**HAMILTON HOUSE**  
**SCHOOL**  
Qualified mature  
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each full-time  
Level. Help with  
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Please telephone

Headmistress,  
Road, Ealing, W5.

**LONDON N12**  
JANUARY - Form 1  
18 boys aged 6/7  
Scale; Government  
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Apply Headmaster  
Wood School, Wood  
London N12. 1699

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**LONDON SW18**  
Reception class  
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**SOMERSET**  
**BRUTON SCHOOL**  
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Responsible for  
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Apply with  
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**RBY SCHOOL**

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## PREPARATORY

continued

### SURREY

Required in January, or sooner if available, an enthusiastic teacher for Junior School and Middle School (children aged 8-10 in 1984) to teach English and Mathematics. The successful candidate will be responsible for the day-to-day running of the school and will have a full and active part in the life of the school. Salary: £12,000 p.a. plus 10% and a pension. Applications should be sent to the Headmaster, New Lodge School, Epsom, Surrey. (62559)

## Colleges of Further Education

### Heads of Department

#### ROTHERHAM METROPOLITAN COUNCIL

#### ROTHERHAM COLLEGE OF ART AND DESIGN

#### HEAD OF DEPARTMENT OF CREATIVE STUDIES

£13,300 - £17,000 p.a.

The Department of Creative Studies offers an unusually wide range of courses in Art and Design, Catering and Home Economics, Hairdressing and Theatre Studies. Applicants should have substantial further education experience and be suitably qualified to provide a multi-disciplinary curriculum. This post is available from 1st January 1984.

Closing Date: 25th November, 1983.

Further particulars and application forms may be obtained from the Principal, Eastwood Lane, Rotherham, who will also accept applications from candidates who have completed forms and returned them to Rotherham 62111, Ext. 205.

W.D. Bennett, Director of Personnel Resources, (56455) 220018

Teach on exchange or do on a course abroad in 1984. See Overseas and Education Columns 62111-1.

## Other Appointments

### BARNET

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## Broxtowe College of Further Education

### Head of Department

Grade III £13,089-£14,610 (two posts)

#### (i) Electronics and Information Technology

#### (ii) Engineering

Applications are invited from suitably qualified and experienced candidates for the above posts which are newly created following a reorganisation of the departmental structure within the College. It is hoped that appointments can be made for 1st January, 1984, or as soon as possible thereafter.

Application forms and further particulars may be obtained from the Principal of the College, High Road, Chilwell, Nottingham NG9 4AH, telephone 0602 228161. The closing date for receipt of completed applications is 25th November, 1983. Please indicate clearly the post for which application is being made.

The posts are available from 1st January, 1984.

Application forms and further particulars may be obtained from the Principal, South Kent College of Further Education, Folkestone, Kent CT20 0JQ, Tel: (0844) 220026.

Further details from the Principal, South Kent College of Further Education, Folkestone, Kent CT20 0JQ, Tel: (0844) 220026.

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Further details



## BEXLEY LONDON BOROUGH

### ERITH COLLEGE OF TECHNOLOGY

Belvedere, Kent DA17 6JA  
Principal: D. F. Glover, M.A., B.Sc., F.C.I.S., F.I.I.M., F.B.I.M.

Applications are invited for the following posts, to take effect as soon as possible.

#### Lecturer Grade II in Hairdressing

Required to share responsibility for the full-time and/or part-time Hairdressing Courses in the Department. Teaching qualifications and experience and appropriate City & Guilds qualifications in Hairdressing are essential. The ability to offer a subsidiary subject, e.g. Business Practice, Gentle Hairdressing or Boardwork would be an added advantage. (Ref. S.C.1)

#### Lecturer Grade II in Art & Design

Required to assume main responsibility for the organisation and teaching of Art and Design in Hairdressing and Beauty Therapy Courses. Ability to offer Graphic Design would be an advantage. Appropriate qualifications and post-16 teaching experience are both essential. (Ref. S.C.2)

#### Lecturer Grade II in Sciences

Required to assume special responsibility for the teaching of 'A' level Human Biology and for a variety of other courses involving the Biological Sciences. Appropriate qualifications at Degree or equivalent level and experience in teaching the 15-19 age range are essential. (Ref. S.C.3)

#### Lecturer Grade II in Medical Secretarial Studies

Required to be responsible for the organisation and administration of medical secretarial and related courses. Good qualifications in secretarial skills, proven administrative ability and a knowledge of modern office technology are essential. (Ref. P.1)

#### Lecturer Grade II in Reprography and Office Technology

Required to teach the use of office Machinery and Equipment in a wide range of secretarial courses and to supervise the provision of a Reprographic Service to the College. Good qualifications in secretarial skills, sound knowledge of modern office technology, relevant teaching experience and proven administrative ability are essential. (Ref. P.2)

#### Lecturer Grade II in Electrical Installation Work

Required to teach electrical subjects and associated studies throughout the Department and to be responsible for the J.I.B./V.T.S. electrical installation training course. Appropriate qualifications, sound knowledge of I.E.E. Wiring Regulations and wide experience in the teaching and/or training of electrical installation personnel are essential. (Ref. E.1)

#### Lecturer Grade I in English

Required to teach English Language and Literature in various courses including Nursery Nursing, Pre-Social Care and ArDATEC in the Department of Social Care and Creative Studies. Appropriate subject qualifications are essential. Teaching qualifications and/or experience would be an advantage. (Ref. S.C.4)

#### Lecturer Grade I in Hairdressing

Required to teach Ladies' Hairdressing to City & Guilds Advanced Studies level. Appropriate craft qualifications and trade experience are essential. A teaching qualification and ability to offer Men's Hairdressing and/or Boardwork would be added advantages. (Ref. S.C.5)

#### Lecturer Grade I in Carpentry & Joinery

Required to teach in all craft courses up to City & Guilds Advanced Craft Certificate level. Applicants should possess a Full Technological Certificate or equivalent and be well experienced in the timber trades. (Ref. C.1)

#### Lecturer Grade I in Electrical Installation Work

Required to teach the subjects of the City & Guilds Electrical Installation Work Course and the practical electrical work associated with O.T.B./I.L.B. Courses. F.T.C. in Electrical Installation Work, the City & Guilds 'C' Certificate or similar qualifications and sound industrial experience are essential. (Ref. E.2)

#### BURNHAM SALARY SCALES (including London Allowance)

LECTURER GRADE II: £7,850-£12,215  
LECTURER GRADE I: £8,254-£10,380 (according to qualifications and experience)

Application forms and further particulars from Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent (Erith 42331) (quote reference of post), to whom they should be returned within two weeks of the appearance of this advertisement.

The Council operates an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowance. (8020)

## SENIOR LECTURER IN COMPUTING/MATHEMATICS

Applications are invited from suitably qualified and experienced persons for the above post.

The person appointed will join an expanding team of staff supporting a wide range of advanced courses in computing offered by the Department. He/she will play a key role in developing and supporting a Higher National Diploma in Computer Studies scheduled to commence in September 1984.

Salary scale: Senior Lecturer £10,885-£13,443.

Application forms and further particulars may be obtained from the Deputy Registrar, to whom completed applications should be returned by 28th November, 1983. (8025)

## BOLTON INSTITUTE OF HIGHER EDUCATION

Deane Road, BOLTON BL3 5AB  
Tel: Bolton (0204) 28851

## COLLEGES OF FURTHER EDUCATION

continued

### SEFTON

METROPOLITAN BOROUGH OF SEFTON  
EDUCATION COMMITTEE  
TECHNOLOGY DEPARTMENT  
DEPARTMENT OF ART AND DESIGN

LECTURER IN JEWELLERY  
TECHNOLOGY

Required from January 1984 to take responsibility for small jewellery workshop and to teach Jewellery Technology to students in Foundation Studies and T.E.C. Diploma courses throughout the year.

It is expected that successful applicant will hold recognised qualification in this specialism and be a practising jeweller.

Salary within the L1 Scale (currently £5,449 - £9,753 p.a.).

Further details/application forms from: Principal, Sefton College of Art and Technology, Merseyside PR9 0TT.

To be returned when completed to the Principal, Friday, 2nd December 1983 (max. 4 please). (66905) 230026

### SOMERSET

SOMERSET COLLEGE OF ARTS AND TECHNOLOGY

TECHNOLOGY DEPARTMENT

LECTURER I - ELECTRONICS

Required from 1 January 1984 or as soon as possible to teach Electronics and allied subjects for Level 2, 3 and 4, including T.E.C. Level 3. The ability to offer good communication subjects would be an advantage.

Qualifications to at least Higher National Certificate level and a minimum of 3 years' relevant teaching experience. Teaching experience and a teaching qualification are desirable.

Application forms and further particulars from the Chief Administrative Officer, Somerset College of Arts and Technology, Taunton, Somerset TA1 2AA.

Closing date 25th November. (66355) 230026

Further details and application forms should be obtained from the Principal, Somerset College of Arts and Technology, Taunton, Somerset TA1 2AA (see please).

Closing date for receipt of completed applications: two weeks from the appearance of this advertisement. (66968) 230026

Further details and application forms should be obtained from the Principal, Somerset College of Arts and Technology, Taunton, Somerset TA1 2AA (see please).

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## STAFFORDSHIRE EDUCATION COMMITTEE

BURTON-UPON-TRENT TECHNICAL COLLEGE

DEPARTMENT OF GENERAL STUDIES

LECTURER GRADE I IN COMMUNICATION STUDIES

£5,649 to £9,735 per annum

Applications are invited for the following post, to take effect as soon as possible.

Required from January 1984 to take responsibility for small communication studies and to teach Communication Studies to students in Foundation Studies and T.E.C. Diploma courses throughout the year.

It is expected that successful applicant will hold recognised qualification in this specialism and be a practising communication studies teacher.

Salary within the L1 Scale (currently £5,449 - £9,753 p.a.).

Further details/application forms from: Principal, Burton-upon-Trent Technical College, Burton-upon-Trent, Staffordshire B15 2JY.

To be returned when completed to the Principal, Friday, 2nd December 1983 (max. 4 please). (66905) 230026

Further details and application forms should be obtained from the Principal, Burton-upon-Trent Technical College, Burton-upon-Trent, Staffordshire B15 2JY (see please).

Closing date for receipt of completed applications: two weeks from the appearance of this advertisement. (66968) 230026

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## ile colleges

INTERNATIONAL EDUCATION AUTHORITY

Applications are invited for the following posts, to take effect as soon as possible.

Required from January 1984 to take responsibility for small communication studies and to teach Communication Studies to students in Foundation Studies and T.E.C. Diploma courses throughout the year.

It is expected that successful applicant will hold recognised qualification in this specialism and be a practising communication studies teacher.

Salary within the L1 Scale (currently £5,449 - £9,753 p.a.).

Further details/application forms from: Principal, Burton-upon-Trent Technical College, Burton-upon-Trent, Staffordshire B15 2JY.

To be returned when completed to the Principal, Friday, 2nd December 1983 (max. 4 please). (66905) 230026

Further details and application forms should be obtained from the Principal, Burton-upon-Trent Technical College, Burton-upon-Trent, Staffordshire B15 2JY (see please).

Closing date for receipt of completed applications: two weeks from the appearance of this advertisement. (66968) 230026







LONDON BOROUGH OF REDBRIDGE  
Education CommitteeSENIOR INSPECTOR  
(Primary)

Salary: HT Group 10 plus Outer London Weighting

Applications are invited for the above post, vacant from 1st January, 1984. The vacancy arises as a result of the appointment of the present postholder as Principal Adviser in another authority.

Candidates should have been head of a primary school and have had substantial and varied teaching experience, particularly at junior level. Experience of advisory work would be an advantage.

An application form and further details can be obtained from:  
The Director of Educational Services  
Education Department, Lynton House  
255/259 High Road, Ilford, IG1 1NN.  
Closing date: 2nd December, 1983

(8035)

OVERSEAS  
continued

**CHRISTIAN TEACHERS**  
Needed for Secondary Schools in Africa and New Guinea. Christian work. Volunteer. Minimum 2 years' experience. Salary: £10,000-£12,000. (16259)

Administration  
Local Education  
Authority

**SUNDERLAND**  
Borough of Sunderland Education Department  
RE-ADVERTISING  
ADVISER FOR THE  
EDUCATION AND TRAINING  
OF 16 TO 19 YEAR OLDS  
SUNDERLAND  
SUNDERLAND R.T. 5 213,953 -  
£18,189  
Applications are invited from suitably qualified candidates with successful teaching experience at a senior level in secondary schools and/or further education.  
Application forms and further particulars (a.s.e.) from the Director of Education, Town Hall and Civic Centre, Sunderland S.R. 2DN. Tel: 0191 251 151. Closing date: 28th November, 1983.

ISLE OF LEWIS  
continued

**WESTERN ISLES HEALTH BOARD**  
Required: A HEALTH EDUCATION OFFICER for the area of the Western Isles.  
The successful applicant will be responsible to the Chief Administrative Officer for the provision of a comprehensive health education service throughout the area.

Following a review of the circumstances it has been agreed to re-advertise this post at Scale 5 (Salary £8,387 - £10,677) on the basis that it will be expected that the applicants at this higher grade will possess a Diploma in Health Education or equivalent qualification in addition to having direct experience in health education duties.

Car driver essential.  
Closing date: 28th November 1983.  
Application forms and further particulars available from: Dr. D.B. Campbell, Chief Administrative Officer, Western Isles Health Board, 57 South Beach, Stromness, Isle of Lewis. Tel: 0851 2597. 153. 480000

Senior  
Careers Officer

£9,060-£9,660

For this post based at Exeter you will need to be fully qualified and experienced. You will lead one of three teams of careers officers in the East Devon area. Driving licence essential. Application form and further details (see please) from: Chief Education Officer, County Hall, Topham Road, Exeter EX2 4QG, returnable by 26th November, 1983.

(3078)

## DEVON



## MINISTRY OF DEFENCE

Service Children's Education Authority  
Teacher VacanciesPrimary, Middle and Secondary Schools  
April 1984

Applications are invited from qualified teachers with at least two years experience for vacancies in the following Service Children's Schools.

## Scale 1 Teachers (Ref. P1)

Primary teachers are required to fill Scale 1 vacancies throughout the area.

## Primary West Germany

Scale 2, Reception Infants, Bishopspark First School, Paderborn (Group 5) (Ref. P2)

A suitably experienced reception teacher is sought to co-ordinate infant activities. The successful candidate will be responsible for liaison with parents and playgroups.

## Scale 2, Physical Activities and Health Education, Munsterlager Primary School (Group 4) (Ref. P3)

An experienced Junior Teacher for 2nd or 3rd year Juniors is required to organise and develop Health Education and all aspects of Physical Education throughout the school. A strong interest in Dance/Drama would be an advantage.

## Scale 2, Language Development, Munsterlager Primary School (Group 4) (Ref. P4)

An experienced Junior Teacher is required to take responsibility for Language Development throughout the school. Organisation of Library and School Book Shop will be an integral part of the post.

## Scale 2, PE and Games, Marlborough First School, Osnabruck (Group 5) (Ref. P5)

An energetic teacher for the junior age is required to be responsible for organising games, PE and swimming. The successful candidate would also be expected to give advice and help in all aspects of physical education.

## Scale 2, Art &amp; Craft and Display, Wolfenbuttel Primary School (Group 4) (Ref. P6)

An experienced Junior Teacher is required, interested and capable in the teaching of Art and Craft with a specialism in the teaching of Pottery or clay craft.

## Scale 2, Language Development, Bunde Primary School (Group 4) (Ref. P7)

An experienced infant teacher is required, capable of assuming curricular responsibility for Language Development.

## Scale 2, Remedial and Language Resources, Lippstadt Primary School (Group 5) (Ref. P8)

A suitably qualified and experienced teacher is required to take charge of remedial education throughout the school and assist and advise teachers on children with special needs. The successful applicant will also ensure that language resources are available and encourage their use.

## Scale 2, Music, Lippstadt Primary School (Group 5) (Ref. P9)

A suitably qualified and experienced teacher is sought, capable of involving children in all aspects of music.

Although class based, the successful candidate will be responsible for co-ordinating and advising upon musical activities throughout the school.

## Scale 1 plus Special Responsibility Allowance, Hemer Primary School (Group 5) (Ref. P10)

A suitably qualified teacher is required to be in charge of the Special Education Unit and will be responsible for up to eight (SEN) children working in the Special Unit attached to the school.

Primary Nepal  
Scale 1, Dharan Primary School, Nepal (Group 1) (Ref. P11)

An infant teacher is required with wide curricular interests, and an ability to cover the whole primary age range if necessary. The appointment in Nepal will be for one year and will be followed by two years in another Service Children's School in Hong Kong or Brunel.

## Middle Schools

Middle Schools are established in NW Europe (8-13 years) and Gibraltar (8-12 years). The majority of teachers in these schools are class teachers of general subjects of whom many offer a specialist subject in an advisory capacity. There will be vacancies in middle schools for April and September 1984 including certain posts for those specialising in middle school science teaching. (Ref. M.General)

Middle, Netherlands  
Afcnt International First and Middle School Brunssum (Group 5) (Ref. M1)

A Junior/Lower Middle School Teacher is required to take an international class of 9-10 year olds comprising American, British and Canadian pupils - a flexible personality is sought to fit into the international environment of the school with the ability to adapt to teaching methods and approach to the international curriculum. Expertise in one of the following areas would be an advantage:  
a) PE/Gymnastics; b) Movement/Drama; c) Science/Computers

## Secondary Schools

Vacancies are expected in several locations and various subject areas for 1984. Reference (S.General). Among those already declared for April 1984 are:

## Kent School, Hosiery, W Germany (Secondary Comprehensive Group 12) (Ref. S1)

Scale 4. Head of Mathematics. An experienced graduate teacher is required to head a department of eight staff which makes a major contribution to the curriculum especially in a large open Sixth form. Pupils are prepared for CSE, GCE 'O' and 'A' level and for City and Guilds examinations.

All staff are required to assist with non-residential boarding duties.

## Cornwall School, Dortmund, W Germany (Secondary Comprehensive Group 10) (Ref. S2)

Scale 4. Head of English. A well qualified and experienced graduate to lead a department of eight teachers.

Candidates must have drive and enthusiasm with proven qualities of leadership, organisational and administrative abilities. The requirements of the post include a commitment to mixed ability organisation and to the role of the department in the Lower School Integrated Studies Course. The Department prepares pupils for public examinations in Language and Literature at CSE, 'O' and 'A' level and City and Guilds Foundation Level. The Department is responsible for 2 to 4 English and Library. The ability to help with extra curricular activities would be an advantage.

## Cornwall School, Dortmund, W Germany (Secondary Comprehensive Group 10) (Ref. S3)

Scale 3. Head of History. Required for January 1984; an enthusiastic and experienced graduate teacher of History to lead a department of four staff. Proven ability to teach successfully to GCE 'O' level is essential as is a commitment to an integrated Humanities approach in Year 1 and mixed ability organisation in the lower school. Candidates should have experience of teaching School Council History which has been introduced in Year 4 and be able to develop these courses to public examination level.

## Prince Rupert School, Rinteln, W Germany (Secondary Comprehensive Group 10) (Ref. S4)

Scale 3. Youth Tutor. A teacher is required, with experience and training in youth work to be based as PRS Rinteln. The Youth Tutor appointed need not be committed to a specific teaching role within the school timetable, but would be expected to make contact with senior pupils within the school situation.

Within the framework of the school's organisation and the BFG Youth Service, it will be the Youth Tutor's responsibility to develop the social, educational and leisure time interests of young people in the catchment area of Prince Rupert School.

## Prince Rupert School, Rinteln, W Germany (Secondary Comprehensive Group 10) (Ref. S5)

Scale 1. Physics/Computer Studies. A well qualified and experienced teacher is required to join a strong Science department. The particular demands of the post are for:

The closing date for receipt of applications is 25th November, 1983.

Requests for application forms should be made on a postcard or by telephone, quoting the appropriate reference, before 4.30pm to: Service Children's Education Authority MCD 16, Teaching and Appointment Section, HQ DAED Court Road, Eltham, London SE9 6NR. Tel: 01-859 2112, Ext. 208 or 224.

someone who is able to offer Physics up to and including GCE 'O' level and Combined Science to the first three years. A strong interest in Computer Education and in developing Science/Craft and Technology links would be welcomed. A willingness to undertake Extracurricular Duties in the boarding wing will be an additional advantage.

## Kings School, Gutersloh, W Germany (Secondary Comprehensive Group 11) (Ref. S6)

Scale 3. Head of Social Studies Ref. S6. There is a requirement for a qualified and experienced graduate, with a Social Science degree, to lead a forward looking department which is within the Humanities Faculty. The successful candidate will be expected to have the enthusiasm and qualities of leadership necessary to:

- have oversight of existing Public Examination courses in Economics, Sociology and Social and Modern Studies;
- be responsible for the running and further development of an established General Studies Course in Years 6 and 7;
- establish Current Affairs as an element in the existing co-ordinated courses in Years 4, 5, 6 and 7;
- to oversee and co-ordinate the development of the off-the-job training element of the YTS scheme. This latter responsibility will also involve course Design and Development.

## Kings School, Gutersloh, W Germany (Secondary Comprehensive Group 11) (Ref. S7)

Scale 1. Sociology. A scale 1 teacher is required to join the Social Studies Department which offers a range of courses in 4th, 5th, and 6th forms. He or she should be able to teach Sociology to GCE 'A' level and to teach Sociology to GCE 'O' level. An ability and readiness to participate in developing and teaching broad Social and Modern Studies Courses for the City & Guilds courses would be an advantage.

(This post is being re-advertised).

## Conditions of Service

Salary is in accordance with the current Burnham scales plus a London Allowance of £867 pa. *Superannuation* - normal rights are safeguarded. *Foreign Service Allowance* - a tax free allowance is payable. *Accommodation* is provided rent free.

*Duration of Engagement* - Initial engagement is for three years. All applicants should normally be resident in the United Kingdom. Teachers do not serve in Service Children's Schools abroad after the age of 50, and therefore, applicants should be under 47 years at the commencement of the engagement.



(8030)

ADMIN L.E.A.  
continued

**SUNDERLAND**  
Borough of Sunderland Education Department  
RE-ADVERTISING  
ADVISER FOR THE  
EDUCATION AND TRAINING  
OF 16 TO 19 YEAR OLDS  
SUNDERLAND  
SUNDERLAND R.T. 5 213,953 -  
£18,189  
Applications are invited from suitably qualified candidates with successful teaching experience at a senior level in secondary schools and/or further education.  
Application forms and further particulars (a.s.e.) from the Director of Education, Town Hall and Civic Centre, Sunderland S.R. 2DN. Tel: 0191 251 151. Closing date: 28th November, 1983.

BERKSHIRE  
continued

**LANGLEY COLLEGE**  
REGISTRAR  
Applications are invited for a Registrar available from January 1984. Applicants should have had appropriate administrative experience in a College or Further Education, a degree or professional qualification and be an advocate of the College. Berkshire County Council is an equal opportunity employer and all applicants will be considered on the basis of suitability for the post irrespective of race, colour, sex, marital status or disability. Salary: Scale S02: £9,945 - £10,555 + London Allowance of £270.  
Further information and application forms are available from the Principal, Langley College, Station Road, Langley, Bucks MK15 8BY. Tel: Slough 259282.  
Closing date: 22 November 1983. (254311) 480000

## EDUCATION DEPARTMENT

Senior Inspector  
(Secondary Schools)

Applicants should have had wide and varied general experience in schools at secondary level. Applications received in response to the earlier advertisement will remain in consideration.

The salary will be within the Southbury Scales - Burnham Head Teachers' Group 11 (£17,277-£18,561).

Assistance with removal expenses, etc. is given in approved cases.

Application form and further particulars returnable by 28th November, 1983, to: Mr. P. C. C. County Education Officer, Springfield, Waltham, Essex. Tel: Maldstone 871411, Ext. 2461 (Ref: G/P).

(80308)

## KENT COUNTY COUNCIL

Lancashire  
County Council

An Equal Opportunities Employer

Education Department, County Hall

ADMINISTRATIVE ASSISTANT  
(SCHOOLS BRANCH)

Salary scale: PO2 (3-7) - £13,085-£14,379 pa

Applications are invited for appointment to this Senior Post. Applicants should be well qualified and have had good teaching and administrative experience.

The successful applicant will undertake various responsibilities in support of the work of Assistant and Senior Assistant Education Officers, mainly in the following areas:

- School Admission and Appeal Procedures. Information to Parents arising from the 1980 Education Act.
- The Staffing of Schools (including redeployment and premature retirement of teachers) following reviews of school provision.
- School transport policy.
- Grant Aid to pupils.

Application forms and further details may be obtained from the Chief Education Officer, Education Department, PO Box 61, County Hall, Preston PR1 8PJ. Tel: Preston (0772) 283666 or Preston 283700, quoting reference CD.1484/P.J.  
Closing date: 28th November, 1983.

(8021)

## HUMBERSIDE COUNTY COUNCIL

Assistant Education  
OfficerPost Compulsory Education  
£12,408 - £13,725 p.a. PO2 (1-5)

A vacancy exists at fourth tier within a team of Education Officers involved in the development of all aspects of post-compulsory education in the major County Authority. The Authority has taken a number of major initiatives in co-ordinating provision in this area and the person appointed will play a significant role in implementing policy.

The ideal applicant will be a graduate with appropriate teaching experience who is seeking an opportunity to further a career in educational administration and possesses the necessary energy and commitment to succeed. Whilst administrative experience within an Education Department would be valuable it is not essential.

The post will be based at County Hall, Beverley, an attractive town at the foot of the Yorkshire Wolds.

Further information and application forms available from the Chief Education Officer, County Hall, Beverley, Humberside HU17 9BA. Tel: 0482 887131. Ext. 3413. Closing date: 22nd November.

Applicants whose applications have the written support of a senior officer will be guaranteed an interview.

HAMPSHIRE  
continued

**COUNCIL OF COMMUNITY SERVICES**  
COMMUNITY DEVELOPMENT OFFICER  
for a new Community Centre at Lock Heath, near Fareham  
Salary: Scale 6 £12,154 - £13,264  
This is a 2 year appointment to develop community activities within the growth area of Lock Heath, near Fareham, which will open at the beginning of 1984. The successful candidate should have experience in community work, leisure facilities, and be available from the General Secretary, Hampshire County Council, Winchester Road, Winchester, Hampshire SO2 6AT. Tel: 01963 521111. Applications should be submitted within 3 weeks from the appearance of this advert.

WALSALL  
continued

**METROPOLITAN BOROUGH OF WALSALL**  
CAREERS OFFICER  
Salary: £7,896 - £9,191 pa  
Based in an area team to undertake the full range of Career Officer duties including the provision of advice and guidance to young people in the area. The successful candidate should have experience in the administration of some 53 schools and will act as Clerk to the Governors for most of these. Candidates should be graduates of a British University and have had teaching and, preferably, administrative experience with a Local Education Authority. Re-location expenses where appropriate. Application forms and further details are available from the Director of Education at County Hall, Closing date 26th November. Please quote reference A12/45.

(3990)

Senior Personnel Assistant  
(Training)

Grade S01. Salary £9,060-£9,660 pa plus £747 London Weighting

Brent is a multi-racial Borough and has one of the largest black ethnic communities in the country and particularly around its policies and services reflect the needs of that community in practice as well as on paper and applicants will need to be sensitive and supportive to this approach.

This new post will be part of a small professional Central Training unit and will provide an excellent opportunity for somebody who is keen to participate in developing equal opportunities training which is a key issue in relation to the Council's overall policies.

The successful applicant will be suitably experienced and consequently have the ability to organise, develop and evaluate training courses.

Brent is an equal opportunity employer. Applications are welcome from candidates regardless of race, nationality, ethnic or national origins, age, marital status, sex, sexual orientation and from disabled persons.

Application forms and job descriptions from the Personnel Division, Room 1, Brent Town Hall Annex, Fony Lane, Wembley, Middlesex HA9 9BR returnable by 28th November. Tel: 01-803 0371 (24 hour Answerphone Service). Reference number C452 must be quoted.

London Borough of  
BRENTMicroelectronics Education Programme  
(Eastern Region)

The Eastern Region of this Government Programme requires an:

INFORMATION  
OFFICER

Salary Scale 4 - £6,264-£7,005

The person appointed will respond to a wide range of enquiries within the Programme area of interest and initiate the provision of information to schools throughout the Region. Experience of the use of Computers in schools and the provision of an information service would be an advantage.

Closing date: 25th November, 1983.  
Further information and application forms from the Regional Director, MEP Centre, Chelmer Institute of Higher Education, Chelmsford, Essex CM1 1LL.

(3992)

ESSEX  
County Councililea  
Inner London  
Education AuthorityUse your experience and knowledge  
to help othersBecome a Careers Officer with  
the ILEA

If you have at least two years' experience in industry, administration, commerce, teaching or social work - train as a Careers Officer under the sponsorship of the Inner London Education Authority.

Aged 23+ with a degree or similar, you would be expected to begin next May; training is in three parts (a) Introduction in a Careers Office (b) a full time course of a year from September, (c) one year as a Probationary Careers Officer. Salaries: (i) in range £5,888-£6,087 in training period; (ii) £6,087-£6,471 on successful completion of training; (iii) £7,338-£10,695 when fully qualified (all figures exclusive of £1,284 London Weighting Allowance).

Application forms and details from the Education Officer, Education Department, County Hall, London SE1 7PB. Please enclose a stamped, addressed to the above envelope for reply. Forms to be returned by 5th December, 1983.

ILEA is an Equal Opportunity Employer.

(8007)

Area Education Officer  
(Ashfield Area)

£14,034-£15,357 pa

The Ashfield Area Education Office, one of eight area offices in the County, is based at Sutton in Ashfield, and covers an area to the west of the County with a school age population of approximately 18,500. The successful applicant (male or female) will have day to day responsibility for the administration of some 53 schools and will act as Clerk to the Governors for most of these.

Candidates should be graduates of a British University and have had teaching and, preferably, administrative experience with a Local Education Authority.

Re-location expenses where appropriate. Application forms and further details are available from the Director of Education at County Hall, Closing date 26th November. Please quote reference A12/45.

An Equal Opportunity Employer



## Computer Manager

Barrow-in-Furness  
£9,060 to £9,660

Cumbria County Council invites applications from men and women for a Computer Manager at Barrow-in-Furness College of Further Education. The post is wide ranging and covers the functions of operational control, systems analysis and programming. At present the college runs a DEC VAX-11/750 computer running under VMS Operating System and supporting 32 Visual Display Units, which cover both Academic and Administrative functions of the college. Applicants should preferably have two years professional computing experience with mini-based systems running BASIC.

Further details and application form, returnable by 21st November, from Vice-Principal, Barrow-in-Furness College of Further Education, Howard Street, Barrow-in-Furness. Please enclose a.s.e. when requesting application form.

(8018)

Cumbria  
EducationEducation Department  
Careers Service

## Careers Officer

Scale 5 £7,788 - £8,493 inclusive

You should be a qualified Careers Officer or a student who expects to obtain the Diploma in Careers Guidance. You will be expected to carry out the full range of duties including vocational guidance of young people in schools and counselling and guidance for the young unemployed.

A casual user car allowance is payable. Application form and further details from the Recruitment Officer, Personnel Department, Town Hall, Forest Road, London E17 4JF.

(Tel: 01-631 8899 - 24 hour Answering Service). Please quote reference G 6603. Closing date: 28th November, 1983.

(3088)

Waltham  
Forest

## Careers Officer

Lincoln S5 £7,191-£7,898

Required at the Careers Office, Park Street, Lincoln.

Applicants should be preferably qualified and/or experienced Careers Officers, including students who have recently completed, or will shortly be completing DCG Courses but other applicants with appropriate industrial, commercial or professional backgrounds may also be considered. The person appointed will be responsible for assisting young people to obtain employment, further education and/or training and for the development of the Youth Training Scheme primarily in Lincoln and the surrounding area and for assisting the other Careers Officers in the selection for and the counselling and follow-up of individual young people on such schemes.

Applicants must hold a current full driving licence and a casual user car allowance will be payable.

Application forms and further details are available from the County Personnel Officer, County Council, Lincoln (telephone 0522 24482 quoting reference ED513 to whom completed forms should be returned by 22nd November, 1983).

(3082)

Lincolnshire  
County Council



## ADMIN LEA cont.

# EDUCATION DEPARTMENT

## Senior Careers Officer (Special Needs)

(Post E258)  
Scale 6 SD1 £8,751-£10,257 per annum inclusive with a bar at £9,109 per annum

This Officer is responsible for specialist casework in the Borough's eight Special Schools and for providing a back-up advisory service for pupils and students referred from the sixteen Comprehensive Schools, via a post-Warnock case conference system introduced in 1979. This post also carries initial responsibility for work with out-of-school handicapped and/or disadvantaged clients.

Application forms, returnable by 25th November 1983, may be obtained from - The Director of Education, Education Department, 379 High Street, Stratford, London E15 (Tel: 01-534 4545 Ext. 6765). Closing date:



## HUMBERSIDE COUNTY COUNCIL

# Youth Training Scheme Manager

PO1 (1-5) £9,945-£11,052 p.a.

A Manager is required as soon as possible to take overall responsibility, under a Senior Education Officer, for the development and management of the Youth Training Scheme and other Manpower Services Commission's schemes in the Education Department of this large Authority. The post is tenable for one year initially.

The ideal applicant will be a graduate with teaching or appropriate training experience. Whilst administrative experience within the Education Service would be valuable, it is not essential.

The post will be based at County Hall, Beverley, an attractive market town at the foot of the Yorkshire Wolds. Further information and application forms available from the Director of Education, County Hall, Beverley, N. Humberside HU17 8BA. Telephone 0482 887131, ext. 3413.

Closing date 25th November, 1983.

Disabled candidates whose applications have the written support of their D.R.O. will be guaranteed an interview.

(650)

## Administration General

# NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES



# Test Development Unit

## Research Officer

Applications are invited for the post of Research Officer in the Test Development Unit.

The person appointed will be responsible for the development of a bank of Non-Verbal Reasoning items. This will involve an initial review of current theories of intelligence and available question types, followed by item writing, item development and test construction.

The outcome of the project is to be the existence of a bank of Non-Verbal Reasoning items based on modern psychological theories, which will allow LEAs to have new tests produced to meet their individual needs. Qualifications should include a degree in psychology (or a related Social Science), some knowledge of theories of intelligence and preferably some experience of the practice of test construction.

The appointment will be for 20 months from 1st January, 1984 or as soon as possible thereafter.

Salary Scale: £8,080 to £10,250. Placement on scale according to qualifications and experience.

For application form (no C.V.s) and further particulars, apply to Mrs P. P. Harris, Personnel Officer (quoting post no. TDU03), National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough, Berkshire SL1 2DQ. Telephone: SL0UGH 74123. Closing date for completed application forms, no later than 29th November, 1983. Interview date 7th December.

The Foundation is an equal opportunities employer.

(650)

## ADMINISTRATION GENERAL

**DIOCESE OF GUILDFORD**  
SIX OFFICERS, part-time post, assisting the Director of Education in the administration of the Diocese. The post holder will be responsible for the recruitment, training and development of staff, and the management of the Diocese's educational resources. The post holder will also be responsible for the management of the Diocese's financial resources. The post holder will be responsible for the management of the Diocese's physical resources. The post holder will be responsible for the management of the Diocese's human resources. The post holder will be responsible for the management of the Diocese's information resources. The post holder will be responsible for the management of the Diocese's communication resources. The post holder will be responsible for the management of the Diocese's legal resources. The post holder will be responsible for the management of the Diocese's health and safety resources. The post holder will be responsible for the management of the Diocese's environmental resources. The post holder will be responsible for the management of the Diocese's social resources. The post holder will be responsible for the management of the Diocese's cultural resources. The post holder will be responsible for the management of the Diocese's sporting resources. The post holder will be responsible for the management of the Diocese's leisure resources. The post holder will be responsible for the management of the Diocese's community resources. The post holder will be responsible for the management of the Diocese's international resources. The post holder will be responsible for the management of the Diocese's other resources.

**HAMPSHIRE**  
DIOCESE OF WINCHESTER  
Applications are invited for the post of Director of Education in the Diocese of Winchester. The post holder will be responsible for the recruitment, training and development of staff, and the management of the Diocese's educational resources. The post holder will also be responsible for the management of the Diocese's financial resources. The post holder will be responsible for the management of the Diocese's physical resources. The post holder will be responsible for the management of the Diocese's human resources. The post holder will be responsible for the management of the Diocese's information resources. The post holder will be responsible for the management of the Diocese's communication resources. The post holder will be responsible for the management of the Diocese's legal resources. The post holder will be responsible for the management of the Diocese's health and safety resources. The post holder will be responsible for the management of the Diocese's environmental resources. The post holder will be responsible for the management of the Diocese's social resources. The post holder will be responsible for the management of the Diocese's cultural resources. The post holder will be responsible for the management of the Diocese's sporting resources. The post holder will be responsible for the management of the Diocese's leisure resources. The post holder will be responsible for the management of the Diocese's community resources. The post holder will be responsible for the management of the Diocese's international resources. The post holder will be responsible for the management of the Diocese's other resources.

**KENT**  
CHRIST CHURCH COLLEGE OF HIGHER EDUCATION  
Canterbury  
Applications are invited for the post of Director of Education in the Christ Church College of Higher Education, Canterbury. The post holder will be responsible for the recruitment, training and development of staff, and the management of the College's educational resources. The post holder will also be responsible for the management of the College's financial resources. The post holder will be responsible for the management of the College's physical resources. The post holder will be responsible for the management of the College's human resources. The post holder will be responsible for the management of the College's information resources. The post holder will be responsible for the management of the College's communication resources. The post holder will be responsible for the management of the College's legal resources. The post holder will be responsible for the management of the College's health and safety resources. The post holder will be responsible for the management of the College's environmental resources. The post holder will be responsible for the management of the College's social resources. The post holder will be responsible for the management of the College's cultural resources. The post holder will be responsible for the management of the College's sporting resources. The post holder will be responsible for the management of the College's leisure resources. The post holder will be responsible for the management of the College's community resources. The post holder will be responsible for the management of the College's international resources. The post holder will be responsible for the management of the College's other resources.

The college offers B.A., B.Sc. and B.Ed. degrees, PGCE, advanced diplomas and other degrees in Education.

Salary: N/C Scale 3/4 (£8,135-£12,564 p.a.). Further details write to: Mr J. Long, Personnel Officer, Christ Church College, Canterbury, where applications should be sent but latest 15th November. (65994) 500000

## Department of Education and Science

# HM Inspectors of Schools

Applications are invited from men and women for appointment as HM Inspectors of Schools with a specialist interest in:

Business Studies  
Geography  
Social Sciences

HMI inspect educational institutions as part of both general and specialist assignments and provide professional advice to the Department and throughout the education system. Those appointed will have opportunities to take part with other HMI in work related to current developments such as the Technical and Vocational Education Initiative, developments in examinations and assessment procedures, improvements in the curriculum for lower attaining pupils, and the follow-up to the White Paper on Teaching Quality.

Applicants preferably aged between 35 and 45, should have a wide interest in education, good academic qualifications, and substantial experience of teaching Business Studies, Geography, or Social Sciences in schools, colleges or universities. Appropriate experience in industry, careers educational guidance, in teacher training, or as an LEA Officer or adviser would be an asset for some of the appointments. Starting salary is within the range £14,400-£20,800 (higher in London). Relocation expenses of up to £3,000 may be payable.

Application forms (to be returned as soon as possible and not later than 22nd November, 1983) and further information may be obtained from Mr E. D. Foster, Department of Education and Science, Room 16/17, Elizabeth House, 39 York Road, London SE1 7PH. Tel: 01-928 9222, Ext. 2786 or 2237. Please quote 1083/2.

(607)

## Department of Education and Science

# HM Inspectors of Schools

## Further and Higher Education

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors with a particular interest in the training of teachers for the primary phase of education. HMI inspect educational institutions as part of both specialist and general assignments and provide educational advice to the Department and throughout the education system. Applications are invited for:

## Computer Education

From those holding senior positions in further and higher education who have a broad and active interest in computer education. A particular interest and experience in an area of computer application, eg information technology, or in the field of mathematical sciences, would be an advantage.

## General FE

From those occupying senior positions in further education who have experience of the development, operation, or management of non-advanced courses. Similar experience in respect of advanced part-time courses in further education would be an additional advantage. Applicants should be able to contribute to one of the major specialist areas of further education, such as agriculture, art and design, business and management studies, construction, engineering, food and catering, science, mathematics and computing, and health and social services.

Starting salary is within the range £14,400-£20,800 (higher in London). Relocation expenses of up to £3,000 may be payable. Application forms (to be returned as soon as possible and not later than 22nd November, 1983) and further information may be obtained from Mr E. D. Foster, Department of Education and Science, Room 16/17, Elizabeth House, 39 York Road, London SE1 7PH. Tel: 01-928 9222, Ext. 2786 or 2237. Please quote 1183/2.

The Foundation is an equal opportunities employer.

# The Marketing Frontiers of Science Education are Expanding

Griffin & George, part of Fisons Scientific Equipment Division has a technical and marketing department responsible for supporting the company sales of an allocated product range.

Presently in the Department there are two openings for Physicists with sound judgement and imagination who wish to develop their careers in a commercial environment.

At one level the job entails assisting in the understanding of the world market in which the allocated product range will be sold, identifying suitable products and product enhancements, and recommending company action in terms of publicity and selling effort to achieve sales targets. At another level the role is to prepare instructional material and advertising copy, and to act as technical back-up to customer queries.

One candidate will probably be a Physics Graduate with 2-3 years' teaching experience. The other likely appointee will be educated to beyond 'A' level and have experience in a physics-related work environment. In addition, one of the appointees will have acquired an electronics bias by training and/or experience.

In return, we offer the right men or women an attractive salary, excellent working conditions, a comprehensive range of benefits and a varied and stimulating career.

If you can match your experience and personality to either of these fascinating roles, write to: Bill Craft, Griffin & George, 285 Ealing Road, Alperston, Wembley, Middx. HA0 1HJ. Telephone: 01-997 3344.



## Department of Education and Science

# HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors with a particular interest in the training of teachers for the primary phase of education. HMI inspect educational institutions as part of both specialist and general assignments and provide advice to the Department and throughout the education system.

Applicants should have substantial, recent experience of initial training of teachers for primary or middle schools. Experience may be confined to such work in higher education. In addition, knowledge of course design and the management of institutions, involvement in in-service training, and recent teaching in schools would each be additional recommendations.

Starting salary is within the range £14,400-£20,800 (higher in London). Relocation expenses of up to £3,000 may be payable.

Application forms (to be returned as soon as possible and not later than 22nd November, 1983) and further information may be obtained from Mr E. D. Foster, Department of Education and Science, Room 16/17, Elizabeth House, 39 York Road, London SE1 7PH. Tel: 01-928 9222, Ext. 2786 or 2237. Please quote 12/83/2.

(607)

# NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES



# Assistant Research Officer

Applications are invited for the post of Assistant Research Officer from people with a first degree in English, Linguistics or related subject areas to join the Department of Language at the Foundation.

The successful applicant will be required to assist members of the Language Monitoring Team whose work is sponsored by the Assessment of Performance Unit of the Department of Education and Science. The team has pioneered the development of techniques to assess language performance primarily for use in national surveys.

This appointment is for 1 year starting on 1st January, 1984. Salary Scale: £6,075 to £8,305. Placement on scale according to qualifications and experience.

For application form (no C.V.s) and further particulars, please apply to Mrs P. P. Harris, Personnel Officer (quoting post no. MPL04), National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough, Berkshire SL1 2DQ. Telephone: SL0UGH 74123.

Closing date for return of COMPLETED Application Forms, no later than Friday, 26th November, 1983.

The Foundation is an equal opportunities employer.

(607)

## CHILDREN GENERAL

## N. IRELAND

## CHILD CARE

**NEWHAM**  
LONDON BOROUGH OF  
PLASNET ROAD  
TREATMENT CENTRE  
LONDON E2  
Charge: Mr. D. Jones  
TEACHER Scale 2  
Applications are invited for the post of Teacher in the Plasnet Road Treatment Centre, Newham, London E2. The post holder will be responsible for the teaching of children in the centre. The post holder will be responsible for the management of the centre's educational resources. The post holder will be responsible for the management of the centre's financial resources. The post holder will be responsible for the management of the centre's physical resources. The post holder will be responsible for the management of the centre's human resources. The post holder will be responsible for the management of the centre's information resources. The post holder will be responsible for the management of the centre's communication resources. The post holder will be responsible for the management of the centre's legal resources. The post holder will be responsible for the management of the centre's health and safety resources. The post holder will be responsible for the management of the centre's environmental resources. The post holder will be responsible for the management of the centre's social resources. The post holder will be responsible for the management of the centre's cultural resources. The post holder will be responsible for the management of the centre's sporting resources. The post holder will be responsible for the management of the centre's leisure resources. The post holder will be responsible for the management of the centre's community resources. The post holder will be responsible for the management of the centre's international resources. The post holder will be responsible for the management of the centre's other resources.

Application forms, returnable by 25th November 1983, may be obtained from - The Director of Education, Education Department, 379 High Street, Stratford, London E15 (Tel: 01-534 4545 Ext. 6765). Closing date:

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## CHILDREN GENERAL

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